DOCUMENT RESUME

ED 027 075 PS 001 552

A Guide for Perceptual-Motor Training Activities.
South Euclid-Lyndhurst City Schools, Cleveland, Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note-79p.
EDRS Price MF-$0.50 HC-$4.05
Descriptors-Auditory Perception, *Curriculum Guides, Eye Hand Coordination, Eye Movements, *Kindergarten, Kinesthetic Perception, *Lesson Plans, Perceptual Motor Coordination, *Perceptual Motor Learning, Psychomotor Skills, *Sensory Training, Space Orientation

This document has been prepared as part of a kindergarten perceptual-training program of the South Euclid-Lyndhurst City School District near Cleveland, Ohio. The guide contains information on training and procedures related to perceptual-motor learning. This information is structured primarily into 150 lesson plans, devised as 30-minute sessions for groups of eight children. A three-page list of equipment for gross motor skills is provided, including a description of the equipment item, its source, and its price. Pictorial representations of the form perception patterns used in the lessons are also presented. A list of addresses of sources of equipment and manuals is included. (WD)

EDO 27075

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

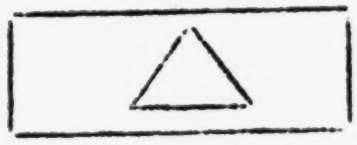
SOUTH EUCLID-LYNDHURST CITY SCHOOLS

- - - - -

A GUIDE FOR PERCEPTUAL-MOTOR TRAINING ACTIVITIES

PS 001552

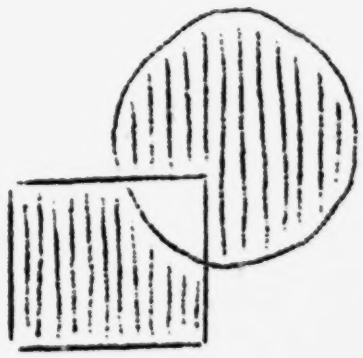
ED0 27075

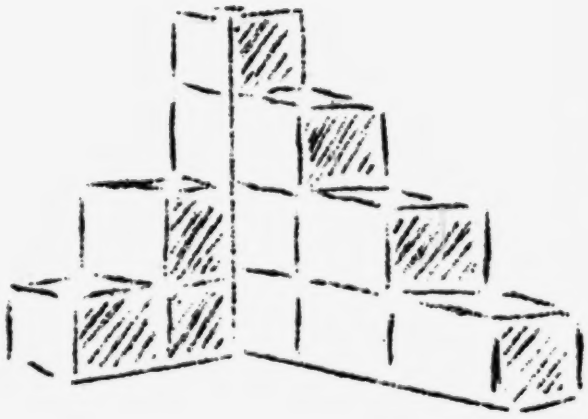


SOUTH EUCLID-LYNDHURST CITY SCHOOLS

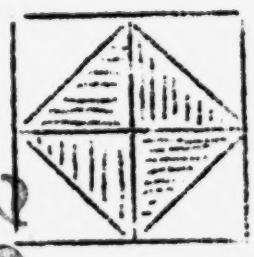
- - - - -

A GUIDE FOR PERCEPTUAL-MOTOR TRAINING ACTIVITIES





PS 001552



The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

-- --

Dr. Marvin Maire, Superintendent
Louis N. Helfenbein, Project Director
Louise Miner, Program Consultant

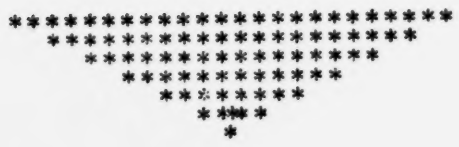
1968

A GUIDE FOR PERCEPTUAL MOTOR TRAINING

ACTIVITIES

C O N T E N T S

		Page
I	Introduction	1
II	Screening and Evaluation	5
III	Training and Procedures	6
	1. Lesson Plans	7
	2. Equipment and Materials	66
	3. Form Perception Patterns	69
IV	Bibliography and Instructual Materials	76



INTRODUCTION

I. THE COMMUNITY

The South Euclid-Lyndhurst City School District encompasses the City of Lyndhurst, most of the city of South Euclid, and a portion of the City of Richmond Heights. These suburbs are east of the city of Cleveland. The population of the school district is estimated to be 48,000. The communities of South Euclid and Lyndhurst are basically residential. There are 10 public elementary school, 4 parochial elementary schools, 1 private elementary school, 2 public junior high schools, 1 public senior high school, 1 parochial high school for girls, and 1 parochial college. The school system is located approximately 8 miles from the University Area of Cleveland.(Case Institute of Technology and Western Reserve University.)

II. RATIONALE

Problems with two apparently separate groups of children have resulted in the belief that a new approach is needed in attempting to prevent the development of future school problems. One of those groups are children whose behavior in the elementary school caused them to be labeled as emotionally disturbed. The other group are the so-called immature and slow kindergarteners. Inspection of and investigation into the records of upper elementary school children referred for psychological evaluation because of "emotional difficulties" in the South Euclid-Lyndhurst Schools has revealed that in a majority of these cases similar maladaptive and immature behavior or the precursors of such behavior was commented on by teachers in their anecdotal records starting in kindergarten. In addition, there were numerous mentions of the motor incoordination these same children showed. Subsequent evaluation of these children picked for inclusion in a special educational class for "emotionally disburbed children" showed that they were significantly different in perceptual and motor skills from their non-disturbed peers. Many older elementary school children of adequate intelligence referred for evaluation as having learning difficulties display marked motor incoordination also. The other group about which we are concerned are our kindergarteners. We found that kindergarten children who were referred could be classified as being "immature learners" or having both emotional and learning difficulties, or having emotional problems alone. The group described as having only emotional difficulties involved a minority of referrals.

We found that a majority of the children having learning problems or both emotional and learning problems showed significant difficulties in perceptual and motor skills.

Almost always early school failure is followed by a conspicuous lack of later school or vocational success regardless of the individual's potential. Such individuals both in school and out become the focus of the expenditure of a disproportionate amount of time and money for the results obtained. Such children become and remain nagging, persistent and unsolved problems. Our thesis is that many immature, emotionally impaired kindergarteners become learning and emotional problems because of their reaction to their own internal difficulties.

It has been hypothesized that maldevelopment, delayed development, or non-development of basic motor skills in an individual leads to the inability to profit from the curricular offerings of the public school. It is further hypothesized that motor skills develop in an expectable sequence, the emergence of the later appearing skills depending upon the emergence and integration of the earlier. Failure of the organism to develop low-level motor skills results in retardation of growth in one area has an inhibiting effect not only in other areas of motor development but especially in the area of language development and communication.

In many children, however, the developmental process has broken down; at one of the earlier stages, the child either failed to develop further or developed in an atypical or distorted manner. Such breakdowns in the developmental sequence may be the result of environmental deprivations, injuries or defects in the organism, or emotional pressures with which the child has been unable to cope. Many of these breakdowns reveal themselves in the early elementary grades through difficulties in learning and low academic achievement.

Interest has been growing in the possibilities of dealing with significant educational retardation (and its frequent fellow traveler, emotional distress and low self-concept) by the process of early remediation and intervention, from a variety of rather disparate educational agencies. Inevitably one of the principal reasons given for any eduational crisis, be the issue school drop-outs, underachievement, low-expectations, or emotional disturbances in school populations,is the inability of the

youngsters to master the curriculum because of their lack of communication skills. A number of disparate programs designed to investigate and remediate this problem have already been instituted. They range from U. S. Government programs (e.g. Operation Head Start) to research being supported by private foundations. This interest may also be detected in the proliferation of and experimentation with new methods of teaching reading, e.g., i/t/a, words in color and the various linguistic approaches. Increasing attention is being given to those children who seem to be unable to profit from usual methods of reading instruction. Unfortunately diagnosis of major reading disability is not usually made until the child has experienced a large number of negative reinforcements, has become conditioned to lack of school success and has established in his own mind that as a consequence of his inability to master these skills that he is of little worth. Small wonder then that so many of these children develop the atypical behavior characteristic of the emotionally disturbed.

It is axiomatic both in psychology and education that remediation is an expensive, inefficient and often ineffective approach to problem solving. Even when the remediation is effective, it cannot undo the emotional damage already caused. Remedial facilities cannot keep pace with the need for such help, so that a growing gap has developed between needs and services. Perhaps one of the reasons for this is that so much remedial time is wasted in attempting to develop subject skill knowledge when more basic skills are lacking. Experience in the field of mental health has taught us that a major deficit is rarely remediated. Another approach is necessary. It is reasonable to assume that if we could identify those children who are more likely to develop significant learning retardation before it occurs and involve them in a developmental learning process that would prevent educational retardation, then we could prevent much emotional disturbance and later scholastic failure. The earlier the remedial intervention, the more effective. It has been the experience of psychologists working within a school system that a large percentage of children referred because of emotional and/or psychological difficulties, have an inadequately developed set of perceptual and/or psychomotor skills. If, as is believed, motor integration precedes and is a necessary antecedent for the development of adequate concept formation, and individuals

deficient in such skills can be helped by a specially designed and sequential program of activities designed to develop these skills, then curricular retardation and emotional distress can be prevented.

III OBJECTIVES FOR THE TITLE III ESEA PROGRAM

A. To develop a method of early identification of perceptually handicapped children and to evaluate more specifically the types of disabilities these children present.

B. To develop more adequate perceptual skills in the kindergarten children selected for the program.

C. To develop and evaluate techniques designed to increase school readiness for use with any kindergarten curriculum.

D. To develop a number of techniques which parents can use at home to complement the school or in the event that there is no kindergarten available.

E. To serve as a resource and training center for professional staff.

F. To serve as a demonstration center and provide consultant services for staffs of other school districts.

SCREENING AND EVALUATION

In July letters were sent to all the parents of the 760 incoming kindergarten children asking them to bring their child at an appointed time to be evaluated for the Perceptual Training Program. The three areas in which the children were screened are included in the following pages. The first two are part of the Purdue Perceptual Motor Survey and the third is a revised Sinkov copying test. The sixteen lowest performers in each school were chosen for the program.

In September, the children participating in the program were given the Slosson Intelligence Test and their parents were contacted for the Vineland Social Maturity Scale. These two tests, plus the Sinkov were again administered at the end of the school year for post evaluation.

A control group in a neighboring school system were screened and evaluated in the same manner.

PS001552

TRAINING AND PROCEDURE

TEACHER AIDES:

Five housewives and mothers were hired as aides for ten schools. These aides taught a half day at each of two schools for a total of six hours a day.

A three day workshop was held in August for the seventeen kindergarten teachers and five aides. A pediatric neurologist and school psychologist presented theory regarding the perceptually handicapped child. The remaining day and a half was spent on teaching methods and techniques for the classroom activities.

Once school began, the Program Consultant taught each class once a week; the aide observing. This provided "on the job training" during the school year for the aides.

Once a month the aides met with the Program Consultant to discuss new ideas and common problems and to see movies regarding perceptual training.

PROCEDURE:

The aides provide training for two groups of eight children each for one half hour session a day. The children are taken from their kindergarten class to a perceptual activities classroom.

The aides made weekly progress reports on each child in the seven major areas:

1. Body Image
2. Motor Skills
3. Spatial Relationships
4. Eye-hand Coordination (Chalkboard)
5. Eye Tracking
6. Form Perception
7. Auditory Perception

A report on each child was sent home to the parents in June.

A meeting for the parents was held at each school in September. The purposes of the program were explained and the activities and equipment were demonstrated. The parents were encouraged to observe their children's class at any time during the year.

LESSON PLANS

These Lesson Plans are devised for thirty minute sessions per day for groups of eight children. The first ten or fifteen minutes of each session are devoted to body image and coordination activities. The remainder of the period is spent on Form Perception activities at a table and eye tracking, chalkboard or auditory skills.

In using these plans, it is hoped the children will have mastered one sequence, before they are presented a more difficult task. Thus, the plans are only a guide and to be used according to a group's individual success. The Form Perception activities, especially, may have to be repeated.

All the equipment, materials and patterns used in conjunction with the lesson plans are included.

KINDERGARTEN PERCEPTUAL TRAINING PROGRAM
Lesson Plans

Lesson Plan #1

Equipment Needed: Rag Dolls, Chalk, Erasers, Match Sticks

Body Image - Take off shoes
1. Raggedy Ann - Make your body limp like a rag doll
2. Touch toes with finger tips - keep knees straight
   a. Standing position
   b. Sitting on floor

Count - 1, hands up in air; 2, touch toes; 3, hands on waist

Motor Skills
1. Crawling - Hands flat on floor, pointing straight ahead
   pick up knees
   drag toes on floor

Chalkboard
Scribbling - both hands together
right hand only
left hand only
Encourage large sweeping strokes and full arm movements.

Form Perception
Match Sticks - Set I (Square)
Make as many as they have time for.

Lesson Plan #2

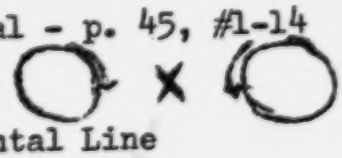
Equipment needed: Peg Boards, Pegs, Chalk, Line Template

Body Image - Remove shoes
Stretch like rubber band, relax, stretch, relax, etc.
Stretch vertically, horizontally, backward, forward
Standing up, lying on floor: stretch toward door wall, window wall, clock wall, chalkboard wall

Motor and Spatial
Crawl in proper position, north-south, east-west, diagonally and in a circle

Eye-Tracking
Finger Jumps - Thumbs, teacher, thumbs, teacher, etc.
Count - 1-2, 1-2, 1-2, 1-2
Readiness Manual - pp. 63, #1-11

Chalkboard - Bilateral Circles, Readiness Manual - p. 45, #1-14
Both hands at same time, keep eyes on "X"



Form Perception - Peg Board Pattern #1, Horizontal Line
If time allows make lines above and below original one.

Lesson Plan #3

Equipment needed: Walking Board, one piece Colored Chalk, White Chalk, Erasers, Magazine Picture Puzzles

Body Image - Remove shoes
Wall pushes - push against wall with
1) feet, 2) arms, 3) head, 4) knees, 5) elbows

Motor Skills
Walking Board - Readiness Manual - p. 36, #1-3
1. Keep eyes on red X on wall
2. Arms held straight out at sides
3. Hands on waist

Chalkboard
Lazy eights - dominant hand
both hands together
non-dominant hand

Form Perception - Magazine Picture Puzzles

Lesson Plan #4

Equipment needed: Balloons, Pictures of Farm Animals, Chalk, Match Sticks

Body Image - Remove shoes
Barrel Roll - hands held at hip position; roll north-south, east-west, diagonally
Motor Skills - Balloon Toss up in air - use both hands
Balloon Toss to partner - using both hands

Auditory Perception
Barnyard Game - discuss sounds farm animals make

Chalkboard - Readiness Manual p. 48
Horizontal Straight Line - 1) forehead height
2) chest height
3) waist height

Form Perception - Match Sticks Set I, #2, Double Square
Make both ways - horizontally and vertically

Lesson Plan #5

Equipment needed: Peg Boards, Chalk, Erasers

Body Image - Review
Raggedy Ann, Rubber Band Stretch, Toe Touch, Wall Pushes, and Barrel Roll

Motor and Spatial Relationships
Crawl over chairs, under tables, etc.
Encourage correct position

Chalkboard - Bilateral Circles, same as Lesson #2, Readiness Manual - p. 45
The children's chalk should be at the top of the circle each time you call a number: 1,2,3, etc.

Lesson Plan #5 (cont'd)

Form Perception - Peg Boards - Pattern #2
Vertical Line
If time permits, child should make a parallel line to the right and left of the first line.

Lesson Plan #6

Equipment needed: Walking Board, Peg Boards, Chalk

Body Image
1. Clench fists tightly - open, squeeze; open, squeeze; etc.
   Pretend you are catching a fly to the right, left, in front, behind
2. Shut eyes tightly, open, close, open, etc.
   Do it counting: 1, close; 2, open, etc.

Motor Skills
1. Crawl (proper position) over to Walking Board
2. Walk sideways to end of board
3. Walk sideways to middle of Board, turn around and walk sideways to starting point.

Chalkboard
Lazy Eights - Starting at top left hand point, children sweep down as you say "down," and "up" as you say up
Reverse

Form Perception - Peg Boards Pattern #3
Make a vertical and horizontal line on board (copy your board) - Cross

Lesson Plan #7

Equipment needed - Chalk, Paper #1

Body Image - Remove shoes
Elevator - Demonstrate stooping position, arms out - stretched for balance
a) rise up slowly, all the way on tip toes
b) come back down slowly
c) repeat several times to your counting

Eye Tracking - Finger Jumps - Readiness Manual p. 63 & 61
Remind children to keep head still and only move eyes
Thumbs - teacher 1-2, 1-2, etc.
Door-Window (right-left), 1-2, 1-2, etc.

Chalkboard - Bilateral Circles
Keep eyes on X

Form Perception - Paper Pattern, Set #1 - Squares

Lesson Plan #8

Equipment needed: Objects to Drop, Match Sticks, Set I #1 and 2

Lesson Plan #8 (cont'd)

Auditory Perception - "Sounds Around Us"
With children's eyes closed or back turned, drop, one at a time, an eraser, pencil, crumpled paper, book, etc.
Discuss loud and soft noises.

Motor Skills - Remove shoes
"Follow the Leader" - crawling over, under, and around obstacles placed in room.

Chalkboard
Draw vertical line
Draw horizontal line
Draw one on top of other (cross)
Encourage bisecting in the middle, equal lengths

Form Perception - Match Stick, Set I #1 and 2
Fit both shapes on same sheet of paper

Lesson Plan #9

Equipment needed: Marsden Ball, Cardboard Puzzles, Set #III, Walking Board

Eye Tracking - Marsden Ball
Children sitting on floor, swing ball at their eye level.
Head stays still while eyes follow ball.

Motor Skills - Walking Board - Remove shoes
Walk forward, hands on shoulders.
Walk forward, right hand on waist, left hand on shoulder.

Chalkboard
Draw circle with right hand, erase.
Draw circle with left hand, erase.
Draw one circle with both hands at same time (chalk in each hand).

Form Perception - Cardboard Geometric Puzzles, Set II

Lesson Plan #10

Equipment needed: Floor Tiles Newsprint, Crayons

Body Image - Remove shoes
"Swim" on tummy across the length and width of room

Spatial Relationships - Stepping Stones
Walk forward on tiles, crawl back to starting point.
Walk backwards on tiles - "Be sure to step on the stones so you don't get wet feet!"

Auditory Perception - sit on floor, tap hand to teacher's rhythm
1. da, da
2. da, da, da.
3. da, da, da, de

Form Perception
Draw horizontal and vertical lines on newsprint - cross first.
On reverse side, plaid design.

Lesson Plan #11

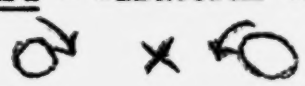
Equipment needed: Chalk, Cardboard Puzzles #2

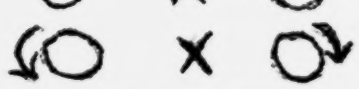
Body Movement - Stand on marked places on floor
Walk in place, five steps
Walk forward, five steps
Walk backward, five steps
Walk sideways to the right five steps
Walk sideways to the left five steps

Repeat above in jumping motion, instead of walking

Eye Tracking - Finger Jumps, Hold Head Still, Move Eyes
Thumbs - teacher
Left-right (door wall, window wall)

Chalkboard - Bilateral Circles - Readiness Manual pp. 45 & 46, #1-23

1. 

2. 

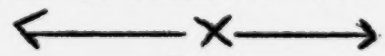
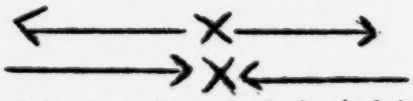
Form Perception - Cardboard Puzzles # III and III-A Triangles

Lesson Plan #12

Equipment needed: Walking Board, Yard Stick, Chalk, Block Patterns #1, Colored Tubes

Body Movement - Walking Board
Walk holding yardstick horizontally in both hands
Walk holding yardstick vertically in right hand
Walk holding yardstick vertically in left hand

Auditory Perception - Barnyard Sounds
Review animal sounds, whisper name of animal in each child's ear. Take turns calling on children to tell class the sound his animal makes. Other children guess what animal it is.

Chalkboard - Horizontal Lines - Readiness Manual pp. 49 and 50, #1-30
Children make their "X" at forehead height.
Draw lines length of outstretches arms, starting at "X" on count of one, draw back to "X" on count of two.
"Count one" 
"Count two" 

Repeat at shoulder and waist height.

Form Perception - Block Pattern #1

Lesson Plan #13

Equipment needed: Chairs, Colored Chalk, Peg Boards

Body Movement - Children stand on floor marke s with shoes off
Walk forward on toes, six steps
Walk backward on toes, six steps
Walk forward on heels, six steps
Walk backward on heels, six steps

Lesson Plan #13 (cont'd)

Body Movement (cont'd)

Sitting on floor, ask children to curl toes up and down

Spatial Relationships - Have chair for each child
Stand in front of chair
Stand at back of chair
Stand at right of chair
Stand at left of chair
Sit on chair, kneel on chair, stand on chair and jump down

Chalkboard - Large scribbling strokes with white chalk
Do not erase; give children two pieces each of colored chalk to scribble over the white chalk.

Form Perception - Peg Board Pattern #4 - Diagonal Line
Review horizontal and vertical lines.
Introduce diagonal line.

Lesson Plan #14

Equipment needed: Marsden Ball, Chalk, Sucker Sticks

Body Movement - Crawling
Crawl using both hands and knees at same time (Demonstrate first)
Regular crawl - hands flat on floor, pick up knees,drag toes on floor.

Eye Tracking - Marsden Ball
1. Children sit on floor facing Marsden Ball and follow "it" with their eyes. "Hold head still."
2. Children lie on floor, heads under the ball. Swing ball horizontally. Praise those who are tracking well with eyes and holding head still. You may want to do this with just four at a time while the other four help you watch for the good performers. Repeat swinging the ball vertically.

Chalkboard - Vertical lines - Readiness Manual p. 52, #1-12.
While keeping eyes on "X", draw a line starting at forehead down to waist.
Count "one" for down stroke, "two" for upstroke.
"Remember to look at your 'X', not your hands!"

Form Perception - Log Cabins, using Sucker Sticks Pattern #I
Demonstrate by placing two sticks, two inches apart, in a vertical direction on table top, then add two sticks in a horizontal direction.
"Who can make the tallest house?"

Lesson Plan #15

Equipment needed: Kindergarten Blocks (2 different shapes), Match Stick Pattern Set I #3

Body Movement - Children stand on markers
Run in place
Jump in place
Hop in place, right foot, then left foot

Lesson Plan #15 (cont'd)

Body Movement (cont'd)

Bounce in place (feet flat on floor, knees bend)

Do first three in motion around the room.

Auditory Perception - Number Recall
Ask each child to repeat two, then three numbers after you have said them

Spatial Relationships - Two different shaped blocks for each of four children sitting on floor.
Place the "square" block in front of the rectangle.
Place the "square" block in back of the rectangle.
Place the rectangle block on top of the square.
Place the square block on top of the rectangle.
Place the rectangle block under the square.

Form Perception - Introduce Triangle
Match Sticks - Set I #3
Make as many as time allows.

Lesson Plan #16

Equipment Needed: Chalk, Erasers, Masonite Shapes, Newsprint, Crayons

Body Movement
1. Swing Arms
   a. Big circles in air out to the side - keep elbows straight
   b. Right arm only
   c. Left arm only
2. Rag Doll
   a. Check arms for "looseness"
   b. Dangle legs while sitting on table
      "Are legs floppy like Raggedy Ann's?"

Chalkboard
Review diagonal line
Put two X's at each child's place to connect for diagonal line
See if they can make own diagonal line without X's

Form Perception - Masonite circles and squares
Children trace around the shapes on paper

Lesson Plan #17

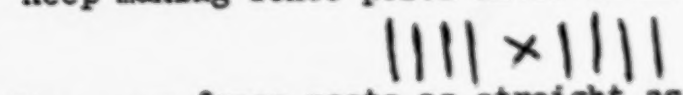
Equipment Needed: Chalk, Erasers, Paper Pattern A

Body Movement - Children "Walk out" a square on floor; use four chairs for corner markers
Walk around square
Run around square
Jump around square
Hop around square

Lesson Plan #17 (cont'd)

Tactile Perception
1. Have children touch their dress or trousers with one hand
   Touch shoes with other hand
   Do they feel the same?
   Which feels soft?
   Which feels hard?
2. Touch hair with one hand, touch floor with other hand
   Which feels softer?
3. Touch knee with one hand, ear lobe with other hand
   Which feels harder?

Chalkboard - Fence Posts - Readiness Manual p. 53, #13-21
Children draw vertical lines on each side of "X" from forehead to waist.
Keep making fence posts until hands can't reach any farther.



"Are your fence posts as straight as you can make them?"

Form Perception - Paper Pattern #II Square

Lesson Plan #18

Equipment Needed: Chalk, Erasers, Match Stick Set I, #4

Body Movement
1. Wooden Soldiers: Demonstrate how we would have to walk if made of wood and could not bend.
2. Have children walk diagonally across room like wooden soldiers.
3. On count of one, make bodies stiff like wooden soldier, on count of two limp like rag doll.

Crawling - In addition to flat hands pointing straight ahead, picking up knees and dragging toes, have children turn head from left to right to look at hand that is on the floor.

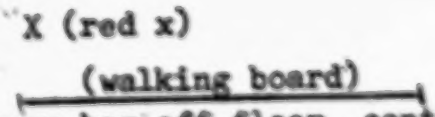
Chalkboard- Bilateral circles
For those still having trouble, teacher can make colored chalk circles as guides for children to trace over. Try to have children at top of circle each time you count a number.

Form Perception - Match Sticks Set I, #4
Make as many as time allows.

Lesson Plan #19

Equipment Needed: Walking Board, Red X, Bean Bags, Marsden Ball, Block Pattern #2, Colored Cubes

Body Movement - Walking Board



1. Walk sideways, keeping eye on red X.
2. Walk to middle of board, stoop, pick up bean bag off floor, continue to end.
3. Place bean bag on board, children step over it.

Lesson Plan #19 (cont'd)

Auditory Perception - "Who am I?"
One child (A) sits with back to others, choose another child (B) to say "Who am I?". Child A tries to guess who B is.

Eye Tracking - Group of four children
Marsden Ball - "Tennis"
Place two markers on floor six feet apart under Marsden Ball
Lower Marsden Ball to standing child's eye level
One child stands on each marker and using index finger of right hand for tennis raquet, hit ball back and forth to each other. Left hand behind back. Change hands.

Form Perception - Block Pattern #2

Lesson Plan #20

Equipment needed: Sliding Board, Square and Cylinder Shaped Objects, Rhythm Sticks, Peg Board and Pegs

Body Movement
1. Sliding Board - put board in incline (one end hooked on small chair)
   a. Place different shaped objects at top of board - "Which shapes roll?"
   b. Have children go down board in sitting position
   c. Have children crawl up board
2. Explain and demonstrate meaning of "reverse" - while children walk across room, give reverse commands.

Auditory Perception - Copy teacher's rhythm, tapping floor with one hand. When child is successful, he may use rhythm stick instead of hand.
a. da - de - da - de
b. da - da - de - de
c. de - de - da - da

Form Perception - Pattern #5 Square

Lesson Plan #21

Equipment needed: Readiness Manual, Beads

Body Image
Touch front of body
Touch back of body
Touch right side of body - slap right side several times so child "sees", "feels," and "hears" it
Touch top of body
Touch bottom of body (soles of feet)

Body Movement - Demonstrate difference between backward and reverse
Children walk across room as you call out directions:
   a. forward
   b. backward
   c. reverse

Lesson Plan #21 (cont'd)

Eye Tracking - Finger Jumps (side to side)
Readiness Manual - p. 61

Form Perception - Bead Stringing
String a "pattern" of six beads for children to follow alternating square and round beads.

Lesson Plan #22

Equipment needed: Triangle and Circle Template, Walking Board, Readiness Manual, Match Sticks Pattern Set I, #3A

Body Image
Walking Board - Readiness Manual, p. 36
"Bear Walk" - arms and legs straight - walk on all fours

Chalkboard - Circle - Readiness Manual, p. 73, #1-9

Form Perception - Match Stick Triangles, Set I, #3A
Hold triangle template against wall or chalkboard and turn it four ways to show different positions before children make their triangles with the match sticks.

Lesson Plan #23

Equipment needed: Tunnel, Peg Board

Body Movement - Remove shoes
Introduce tunnel for crawling.
Encourage proper crawling position, remembering to turn head toward the hand that meets the floor.
Make obstacle course, placing chairs for children to crawl around so they don't have to wait to go through tunnel.

Sitting on Chairs
Make a circle, then a square in air with right hand.
Make a circle, then square with right foot on floor.

Auditory Perception - Color Recall
Ask child to repeat back to you, three colors in the order you have given them.

Form Perception - Peg Board Pattern #6 - "X"

Lesson Plan #24

Equipment needed: Readiness Manual, Colored Chalk, Block Pattern #2, and Colored Cubes

Body Movement
Head Roll - Readiness Manual, p. 16.
"Walk" across room on knees

Lesson Plan #24 (cont'd)

Chalkboard - Lazy Eights
Using colored chalk, make pattern for child to trace over - ten times with right hand, ten times with left. Encourage rhythmic flow of arms.

Form Perception - Block Pattern #2
If children have difficulty, make individual patterns for child to set cubes on.

Lesson Plan #25

Equipment needed: Chairs, Marsden Ball, Paper and Crayons

Spatial Relationships
Ask child to
a. put chair in front of you
b. put chair behind you
c. put chair on right side of you
d. put chair under you

Body Movement
Balance on right leg for three counts
Balance on left leg for three counts
Repeat with eyes closed

Eye Tracking - Marsden Ball
Two children stand on markers (six feet apart). Holding tubes (bats) with both hands, hit ball back and forth to each other. Demonstrate how they should "push out" with bats.

Form Perception
Pass out square pieces of newsprint and crayons. Demonstrate how you draw a diagonal line connecting opposite corners. Using both sides of paper, they can make four diagonal lines.

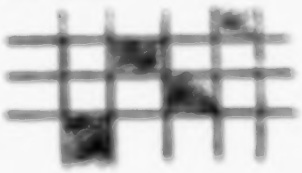
Lesson Plan #26

Equipment needed: Chalk, Circle Templates, Newsprint, Crayons

Body Movement
1. Head lift - Readiness Manual, p. 16
2. Vertical and Horizontal body positions
   a. hold arms up to ceiling (vertical)
   b. stretch arms out to sides (horizontal)
   c. lie on floor (horizontal)
   d. stand up (vertical)

Chalkboard - Circle Template - Readiness Manual p. 73, #1-19

Form Perception
Horizontal and vertical lines on newsprint with crayons. Color squares in different colors.



Lesson Plan # 27

Equipment needed: Melody Bells, Peg Boards, Doll

Body Image
Touch body parts on partner as teacher call-out: shoulder, knee, nose, ankle, hip, etc.
Touch own body parts as teacher points to them on a doll.
"Bottom Scootch" - sitting on floor, use legs to navigate across room.

Eye Tracking
Children follow ball with eyes, keeping head still, while you move it horizontally and diagonally.

Form Perception
Peg Board - Pattern #7 - Double Square

Lesson Plan #28

Equipment needed: Walking Board, Balloons, Shirt Cardboard, Marble Boards, Chalk

Body Movement
1. Walking Board - Backward
   Readiness Manual p. 37
   Encourage eyes on red X
2. Balloon Toss
   a. holding shirt cardboard with both hands, toss up in air
   b. toss balloon back and forth with partner

Chalkboard - Bilateral Circles - Readiness Manual p. 45

Form Perception - Marble Board, Pattern #1
Vertical line - "How many more vertical lines can you make on your board"

Lesson Plan #29

Equipment needed: Two Chairs, Yardstick or String, Chalk, Square Templates

Body Movement
"Walk out" figure eight on floor

Jump over yardstick, painted line, or string on floor
   a. forward
   b. backward
   c. sideways

Chalkboard - Square - Readiness Manual p. 75, #1-9

Form Perception - Match Stick Pattern #4 Set # 1

Lesson Plan #30

Equipment needed: Coffee Can "Drums," Block Pattern #3

Lesson Plan #30 (cont'd)

Body Movement

1. Lie on stomach
   a. lift head as high as possible, look to right, then left
   b. raise arms up, out and forward
   c. pivot whole body using elbows
2. Turtle Relay
   a. place eight markers in two rows: X X X X Row A
   b. children crawl over to opposite X X X X Row B marker and back to starting position
   c. encourage proper crawling position

Auditory Perception - Children repeat back to you your rhythm pattern on drum

1. da, da, da
2. da, de, da, de
3. da, da, de, de

For the children who get this easily, use both hands.

Form Perception - Block Pattern #3

Lesson Plan #31

Equipment needed: Four Rubber Playground Balls, Chalk, Sewing Cards and Laces

Body Movement

Discuss giant steps, baby steps, regular steps. Ask children to take two giant steps forward, one baby step backward, three regular steps forward, etc.

Place children in two rows facing each other and demonstrate how to bounce the ball to their partner across from them.

Chalkboard - Bilateral Circles

5 times going into X, 5 times going out from X.
Check Readiness Manual, p. 45, for specific directions.

Form Perception - Sewing Cards

Show children how lace must go down front and up back of card.

Lesson Plan #32

Equipment needed: Hopscotch Board, Balloon, Peg Boards

Spatial Relationships

Use back of hopscotch board for a "boat." Place chair to show front of boat. Ask a child to sit in:

middle or center	left back corner
right front corner	right of middle child
left front corner	back of middle child
right back corner	front of middle child

Body Movement - Head lift and roll - Readiness Manual p. 17

Eye Tracking

Move balloon horizontally, vertically, and diagonally a foot from child's eyes.
Squeak balloon with fingers to include auditory sense.

Lesson Plan #32 (cont'd)

Eye Tracking (cont'd)
The best eye "follower" may be the teacher and hold the balloon for the others to follow.

Form Perception - Peg Board, Pattern #8 Triangle

Lesson Plan #33

Equipment needed; Stepping Stones, Chalk, Pumpkin Pattern

Body Movement - Stepping Stones
Show children how to point to feet with opposite hands as they step on each tile. After stepping on stones they can walk around chairs and tables placing heel in front of toes back to stepping stones.
Crab Walk.

Chalkboard - Lazy Eights.
Children who are able should make their own lazy eight "track."
Trace over lazy eight from center position.
Trace over "it" standing to the left.

Form Perception - Pumpkin Pattern
Children place their pumpkins to match your pattern.

Lesson Plan #34

Equipment needed: Sliding Board, Tunnel, Pie Tins, Sucker Sticks, Pumpkin Template

Body Movement
Crawling - Place sliding board level over two small chairs. Children crawl over it and then through the tunnel.
Wall Pushes: push against the wall with both
a. hands
b. elbows
c. knees
Push, relax, push, relax, 1-2, 1-2, 1-2

Auditory Perception
Give each of four children an aluminum pie tins and sucker stick. Each child takes a turn copying your sound:
a. soft, loud
b. soft, soft, loud
c. soft, loud, soft

Form Perception - Pumpkin Template (negative)
Trace on newsprint, paste or draw on eyes, nose, and mouth.

Lesson Plan #35

Equipment needed: Walking Board, Hoola Hoops, Jump Ropes, Circle Templates, Match Stick Pattern Set I, #5

Lesson Plan #35 (cont'd)

Body Movement
Children step over open hoola hoop or jump rope as they walk across room.
Walking Board - Readiness Manual p. 36

Chalkboard - Circle Templates
Readiness Manual p. 73, #1-9
Before erasing circle, ask children to draw eyes, nose and mouth to make Jack-o-Lantern face.

Form Perception - Match Stick Pattern Set I, #5

Lesson Plan #36

Equipment needed: Pumpkin Pattern, Orange Paper, Crayons

Body Movement
Bilateral Arm Movements - Readiness Manual, p. 19
Barrel Roll - roll body across room with arms above head
roll body with arms at side
give forward and backward commands

Auditory Perception
Discuss loud and soft voices
Ask child to whisper his name (softly)
Ask child to yell his name (loudly
Ask child to tap his foot (softly)
Ask child to stamp his foot (loudly)

Form Perception - Pumpkin Template (positive)
Trace pumpkin on orange paper - paste or draw on eyes, nose, mouth, stem

Lesson Plan #37

Equipment needed: Hand Chart, Walking Board, Chalk, Witch's Pattern

Body Image
Hand Chart - Ask child to match one hand to a specific colored hand on chart.
Match both hands at same time - one hand on red, other hand on blue.
Walking Board - Readiness Manual, p. 37 #3

Chalkboard - Figure Eights
Same as Lazy Eights, only children make it in a vertical position.

Form Perception - Witch's Hat Pattern

Lesson Plan #38

Equipment needed: Match Stick Pattern #5 Set #1

Lesson Plan #38 (cont'd)

Body Movement
Touch body parts, eyes closed, using both hands - eyes, nose, knees, hips, waist, etc.
Bottom Scootch
both legs together, hands on shoulders
alternate legs, hands on waist
legs crossed at ankles, hands on head

Eye Tracking - Finger Jumps - Readiness Manual p. 63

Form Perception - Match Stick Pattern #5 Set #1

Lesson Plan #39

Equipment needed: Poi Poi Balls, Barnyard Animal Pictures, Square Template, Marble Boards and Marbles

Body Movement
Poi Poi Balls - swing ball forward five times in right hand
swing ball forward five times in left hand
repeat, going backwards

Auditory Perception - Barnyard Sounds
Ask each child to be a different farm animal. Children take turns guessing the animal.

Chalkboard - Square Template, Readiness Manual p. 75, #1-9

Form Perception - Marble Board - Horizontal Line Pattern #2
Encourage children to make as many horizontal lines as time permits.

Lesson Plan #40

Equipment needed: Marsden Ball, Magazine Puzzles

Body Movement
Touch each finger of right hand to the thumb beginning with the little finger. Repeat, using left hand.
Ask children to hold up tallest finger, shortest finger.

Standing, touch toes with hands, keeping knees straight.
Right hand to right foot, left hand to left foot, five times.
Opposite - right hand to left foot.

Eye Tracking - Marsden Ball
Lying on floor, kick ball to partner - both feet and one foot.
Lying on floor, hold tube in both hands and hit ball to partner.

Form Perception - Magazine Puzzles
Give each child two puzzles, scrambled. They must sort out the pieces before completing the pictures.

Lesson Plan #41

Equipment needed: Hoola Hoops, Chalk, Beads

Body Movement
Connect two hoops together, lay it on the floor
a. Jump into hoop (circle)
b. Jump out of circle
c. Jump around circle
Repeat all above hopping on one foot.
Disconnect hoops, Line up children in two rows facing each other and have them roll the hoops to each other.

Chalkboard
Ask children to draw, then erase
a. horizontal line
b. vertical line
c. diagonal line
Draw all the above without erasing

Form Perception - String Beads
Follow teacher's pattern, going from left to right.

Lesson Plan #42

Equipment needed: Bean Bags, Pails, Blocks, Boxes, etc. for Auditory Game, Marble Board

Body Movement
Swing arms front to back.
Arms at side, palms down, swing arm out to shoulder level and back.
Swing arms above head and down to side.
Swing arms side to side.

Divide into two groups - toss bean bags into pails or ice cream containers placed two yards from child.
Toss with both hands.
Toss with right hand only.
Toss with left hand only.

Auditory and Memory
Ask child to do three things in the order you have given them. Example:
Please bring me the square block.
Crawl under the chair.
Touch Jimmy's nose.
Vary the commands for each child.

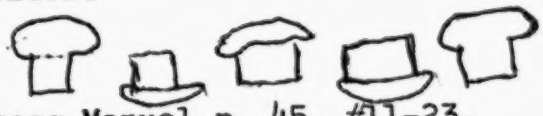
Form Perception - Marble Board Pattern #3

Lesson Plan #43

Equipment needed: Walking Board, Tunnel, Yardstick, Bean Bags, Hopscotch Board, Stepping Stones, Chalk, Match Sticks

Lesson Plan #43 (cont'd)

Body Movement - Obstacle Course (Remove shoes)
Walking Board - holding yardstick, horizontally, with bean bag on each end.
Crawl over a table, under a chair, and through the tunnel.
"Swim" around reverse side of hopscotch board.
Walk around stepping stones placed on floor.
Repeat entire course going backwards.



Chalkboard - Bilateral Circles - Readiness Manual p. 45, #11-23.

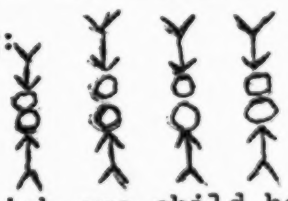
Form Perception - Match Stick Pattern I, #6

Lesson Plan #44

Equipment needed: Marsden Ball, Plastic Tubes, Ball, Seeds and Beans

Eye Tracking - Marsden Ball
Lie on floor in two rows, heads touching under ball's path.
Swing ball horizontally, vertically, diagonally, and "circley." Let best performer be "teacher" and swing ball for others.

Standing, hit ball to partner using:
a. knee
b. shoulder
c. forehead



Eye, foot preference - Check which eye child holds tube to look at designated object. Check which foot child uses to kick ball or tube. Repeat to see if child does it same way twice and make a record of it in each child's folder.

Table Work - Discuss "same" and "different."
Give each child a tray of seed mixture and ask them to sort out all the things that are the "same." Give each child three paper cups.
Purpose: reinforce concept of same and different
eye-hand coordination
finger dexterity exercise

Lesson Plan #45

Equipment needed: Peg Boards

Body Movement
Bilateral Arm Movements - Readiness Manual p. 19
Cross Pattern Walking - Put tape on right hand, left toe. Children point with right hand to left toe and vice versa.

Chalkboard - Lazy Eights.
Horizontal eights.
Vertical eights.

Form Perception - Peg Board Pattern #8 - Triangle
Place three pegs in corner positions as guide for triangle. Children fill in between pegs to complete triangle. If able, make second triangle below first on peg board.

Lesson Plan #46

Equipment needed: Marsden Ball, Popsicle Stick Pattern #II

Body Movement
Roads and Bridges

Eye Tracking - Marsden Ball
Place children in wheel spoke formation - heads under ball.
Track with eyes while ball swings around circle.
Try to reach ball with right, then left finger.
Kick ball with right, then left foot.

Auditory Perception - high and low sounds.
Discuss high and low notes.
Play them on xylophone and ask children to listen for high notes, low notes.
Let good listeners play sounds for class.

Form Perception
Popsicle Stick Pattern #II
Square and Triangle

Lesson Plan #47

Equipment needed: Sand Paper, Satin Ribbon, Square Template, Beads

Tactile Discrimination
Discuss rough and smooth.
Ask children to put ribbon and sand paper behind their backs.
Place smooth object in front of you.
Place rough object on your lap.

Body Movement - Crabwalk
forward
backwards
sideways

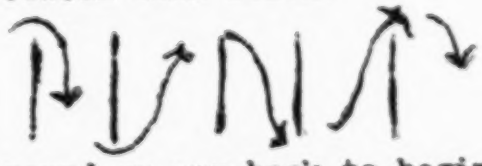
Chalkboard
Square Template - Readiness Manual p. 75, #1-14

Form Perception - String Beads
Two round, one square, two round, etc.
Have sample for children to follow.

Lesson Plan #48

Equipment needed: Rhythm Sticks, Match Sticks, Sound Making Articles

Body Movement - Place ten rhythm sticks on floor, twelve inches apart.
Children walk over them - one step between each stick.
Walk backwards over sticks.
Run over sticks.
Walk around sticks.
Run around sticks.
Place chairs for children to crawl around on way back to beginning of sticks.



Lesson Plan #48 (cont'd)

Auditory Perception - Sounds Around Us
Make familiar sounds - slam book, drop block, crumple paper, etc. behind children's backs. They try to guess what you are doing.

Form Perception - Matck Stick Pattern #4A
Horizontal and vertical diamond

Lesson Plan #49

Equipment needed: Marble Board, Chairs

Spatial Relations
Place two chairs back to back about ten inches apart. Ask children to walk between them without touching them. A child with good space sense will turn his body sideways to go through.
Crawl under child's chair
on tummy
on back
Bear Walk - remind children to keep feet flat on floor as they walk
forward
sideways

Chalkboard - Bilateral Circles - Readiness Manual p. 46, #24-28

Form Perception - Marble Board Pattern #4

Lesson Plan #50

Equipment needed: Satin, Sand Paper, Ice Cream Containers, Clothespins

Tactile Discrimination
Discuss soft and hard.
Give each child a cotton ball and wooden cube to place behind him. Ask him to show you the soft object, hard object.

Body Movement - Wheelbarrow
One child walks on hands while partner holds up his legs and gently pushes him like wheelbarrow.

Eye Tracking
Children clip clothespins on the line strung across ice cream containers. After a few practices, let children have a race to see who clips all ten first.

Form Perception - Block Pattern #3

Lesson Plan #51

Equipment needed: Truck Inner Tube, Paper Pattern #III

Body Movement - Inner tube jumping
Jump up-in, up-out.
Walk around top of tube.
Crawl over tube - forward, backwards.
Teacher reminder - Hold tube with foot while holding child's hand for first two activities.

Lesson Plan #51 (cont'd)

Chalkboard - Bilateral Horizontal Lines - Readiness Manual p. 49, #7-16

Form Perception - Paper Pattern Square #III

Lesson Plan #52

Equipment needed: Ice Cream Containers, Bean Bags, Walking Board, Coffee Cans, Parquetry Blocks and Designs.

Body Movement - Bean Bag toss in baskets
Hook two ice cream containers on top of chalkboard; two teams.
Toss bean bag with both hands.
Toss bean bag with right hand only.
Toss bean bag with left hand only.

Walking Board - Discuss one-half.
Have children walk half way across board, stoop, touch floor with both hands while balancing on board. Let each child decide the half-way place to stoop.

Auditory Perception - copy teacher's drum beats.

Form Perception - Parquetry Blocks and Design Patterns

Lesson Plan #53

Equipment needed: Toilet Paper Rolls, Match Stick Pattern Set I, #5,6

Body Movement
Stooped Position - jump forward remaining in stooped position
jump forward while changing to standing position
Crawl - push toilet paper roll with nose along floor

Frostig Sheet

Chalkboard - Lazy Eights
Both hands working together
Right hand only
Left hand only

Form Perception - Match Stick Pattern Set I, #5 and 6

Lesson Plan #54

Equipment needed: Balance Boards, Colored Cubed Blocks, Peg Boards

Body Movement
Balance Board - After children get balanced, ask them to touch body parts.
Note: In order to have eight at one school, you will have to transport three boards back and forth.
Marsden Ball - Make two sitting rows under ball. Children follow ball with their eyes.
Lie on floor in two rows - swing ball horizontally, vertically, and diagonally.

Lesson Plan #54 (cont'd)

Frostig Sheet

Spatial Relationships
Give yourself and each of four children four of the same colored tubes. Arrange them in various formations - the children are to copy your form exactly.

Form Perception - Peg Board Pattern #9 - Square and Triangle
If necessary, place corner pegs on board for children to fill in.

Lesson Plan #55

Equipment needed: Triangle Template, Marble Boards

Body Movement
"Hinges" - Read Hinges poem. Starting at neck, bend all the body "hinges."
Sit on the floor, knees bent, feet flat on floor; get up; sit down again.
Use hands to help body get up.
Try to get up without help of hands.
Both ways with eyes closed.

Frostig Sheet

Chalkboard - Triangle Template - Readiness Manual p. 77.

Form Perception - Marble Board #5

Lesson Plan #56

Equipment needed: Walking Board, Colored Circle Pattern, Circle Template

Body Movement
Walking Board - Readiness Manual p. 38
Stepping Stones - Put red crayon mark on back of each child's right hand, green mark on left hand. Put red marks on eight tiles, green marks on eight tiles and arrange on floor. Children step with right foot on red tiles, left foot on green tiles.

Frostig Sheet

Auditory Patterning
Sitting on chairs, children tap a soft beat with toe, loud beat with heel.
1 - toe; 2 - heel; 1 - toe; 2 - heel, etc.

Variations: Two toe, two heel --- Two toe, one heel

Form Perception - Colored Shapes
Template Circle Pattern #1
Demonstrate how to bisect the circle with a horizontal and vertical line.

Lesson Plan #57

Equipment needed: Circle Template, Parquetry Blocks

Lesson Plan #57 (cont'd)

Body Movement
Step, hop, step, hop, step, hop - Without mentioning skipping, observe how many naturally go into a skipping pattern.
Body Bends
forward as far as possible
backwards as far as possible
right and left side

Frostig Sheet

Chalkboard - Circle Templates - Readiness Manual p. 73
Before erasing, ask them to draw a circle above, below, and beside their template circle.

Form Perception - Parquetry Block Pattern

Lesson Plan #58

Equipment needed: Triangle Template, Construction Paper

Body Movement
Touch toes with hands - same hands and toes
Touch opposite toe with hands
Lift right toe up to touch right hand
Lift left toe up to touch left hand
Lift right toe up to touch left hand
Lift left toe up to touch right hand

Duck Walk - forward, backward, sideways

Frostig Sheet

Chalkboard - Triangle Template - Readiness Manual p. 77, #1-9

Form Perception - Give each child three half sheets of construction paper. Review square, rectangle, and triangle.
Ask children to make one of each on their paper with no pattern to follow.

Lesson Plan #59

Equipment needed: Jump Ropes, Marsden Ball, Circle Pattern #2

Body Movement
Bilateral arm and leg movements - Readiness Manual p. 19, #1 and 2
Place jump ropes on floor in snake-like arrangement. The children step
over the rope
around the rope
Repeat, running instead of walking. Teachers will have to demonstrate first.

Frostig Sheet

Eye Tracking
Swing "Sputnik" back and forth for children to follow with eyes while holding head still.
Move head vertically, horizontally, and "circley" while focusing eyes on "Sputnik"

Lesson Plan #59 (cont'd)

Form Perception - Template Circle Pattern #2
Children trace circle with template and copy the bisecting lines from pattern.

Lesson Plan #60

Equipment needed: Playground Balls, Cubes, Pegs, Sand Paper, Paper, Paper Clips, Scissors, Crayons, Erasers, Star Template, Manilla Paper.

Body Movement - Large Playground Balls
Bounce ball to partner
Toss ball to partner
Roll ball to partner

Tactile Discrimination - "Feely Meely Game"
Give each child four small objects - two same and two different. Place them behind their backs on floor. Ask the children to "feel" for the objects that are the same. Place the objects on laps. Repeat asking children to place the objects that feel different on their laps. If a variety of objects are used they can be traded to replay the game. Objects to use: Cubes, Pegs, Sand Paper, Crumpled Paper, Paper Clips, Scissors, Crayons, Erasers.

Frostig Sheet

Auditory Perception - Patterning
Sitting on chairs, tap heel for loud, tap toe for soft sounds
soft, loud, soft, loud, etc.
soft, soft, loud, loud, etc.
loud, loud, soft, soft, etc.
After demonstrating, let each child have turn individually.

Form Perception - Star Template, Manilla paper
Trace star and color it in
On other side, trace and color in border, leaving star white

Lesson Plan #61

Equipment needed: Walking Board, Eraser, Tunnel, Inner Tube, Balance Boards, Sliding Board, Circle Template, Match Stick Pattern #7 Set #1

Body Movement - Obstacle Course
Walking Board - holding eraser on back of each hand
Tunnel - swim through
Inner tube - walk around top
Balance Boards - crawl over five boards placed a foot apart on floor
Sliding Board - Crawl up

Repeat going backwards. After giving directions, teacher should stand by inner tube.

Frostig Sheet

Chalkboard - Bilateral Circles - Readiness Manual p. 45
Encourage children to wait at top of circles until you clap or make other auditory sounds instead of counting.

Lesson Plan #61 (cont'd)

Form Perception - Match Stick Pattern #7, Set #I

Lesson Plan #62

Equipment needed: Tape, Marsden Ball, Block Pattern #4

Body Movement - Place tape across middle of floor
Children walk until they come to tape and stop completely, then continue across floor
Repeat running and jumping
Repeat walking backwards
Let the children pretend the tape is a red light - their bodies automobiles

Rabbit Jump - Duck Walk position, but jump instead of walk

Kangaroo Hop - stoop, jump, stand; stoop, jump, stand, etc.

Frostig Sheet

Eye Tracking - Marsden Ball
Hit ball with tube, on knees
Hit ball with forehead, on knees
Hit ball with shoulder, on knees

Form Perception - Block Pattern #4

Lesson Plan #63

Equipment needed: Spring-o-lene, Tree Pattern, Paste, Walking Board

Body Movement
Walk forward placing heel of one foot against toe of other foot
Repeat walking backwards
Repeat with eyes closed

Spring-o-lene - Jump up, jump down, and jump on two times on red middle.
Have Walking Board set up so children don't have to wait in line.

Frostig Sheet

Chalkboard - Lazy Eights
Children trace over them standing at A position, then at B position.

Form Perception - Triangle Tree Paper Pattern
Children paste their trees to match the pattern

Lesson Plan #64

Equipment needed: Star Pattern, Paper, Crayons

Body Movement - Head and Arm Exercises - Readiness Manual p. 20

Eye Tracking - Finger Jump - Readiness Manual p. 61

Frostig Sheet

Lesson Plan #66 (cont'd)

Form Perception - Star Template
Trace and cut out star

Lesson Plan #67

Equipment needed: Square Template, Marble Board

Body Movement
Rocking Horse - lie on floor on tummy, holding ankles up with hands.
Rock forward and backward.
Rock side to side.
Rocking Chair - Lie on back, grasp ankles with hands around outside of legs.
Rock forward and backward.
Rock side to side.
Encourage children to roll completely over on each side.

Frostig Sheet

Chalkboard - Square Template - Readiness Manual p. 75

Form Perception - Marble Board, Pattern #6

Lesson Plan #68

Equipment needed: 4 Large Balls

Body Movement - Children sit eight feet from wall
Child rolls ball in straight line to wall with enough push so that it will return to child.
Children sit eight feet apart facing each other - roll ball back and forth.
In sitting position, bounce ball back and forth to partner.
Standing, toss ball to partner.

Frostig Sheet

Eye Tracking - Marsden Ball
Hit ball to partner with chin
Hit ball to partner with elbow - right and left
Hit ball with forehead

Form Perception
On manilla paper, children trace around both hands and color in for gloves.

Lesson Plan #69

Equipment needed: Circle Template, Colored Square Pattern #3

Body Movement
Bear Walk - Encourage straight knees and feet as flat as possible on floor.
Seal Walk - Just like bear walk, but children drag feet instead of walking with them. Feet are seal's tail, hands their flippers.

Lesson Plan #69 (cont'd)

Frostig Sheet

Chalkboard - Circle Template
Trace one circle above another to make snowman.

Form Perception - Colored Template Square, Pattern #3

Lesson Plan #70

Equipment needed: Block Pattern #5

Spatial Relationships - Each child has a partner
Child A stands in front of child B
Child A stands in back of child B
Child A stands on right side of child B
Child A stands on left side of child B
Sitting on floor, child A sits on top of child B
Child A sits under child B

Repeat with child B

Frostig Sheet

Auditory Discrimination
Ask a child to repeat back to you three rhyming words - example:

slob	silly	ache	tell
glob	milly	make	fell
mob	billy	bake	smell, etc.

Form Perception - Block Pattern #5

Form Perception - Block Pattern #5

Lesson Plan #71

Equipment needed: Stepping Stones, Paper Pattern #V.

Body Movement - Patterning, step, hop
Place stepping stones on floor, spaced far enough apart so child steps on tile, hops on space between, steps on tile, hops on space, etc.

Frostig Sheet

Chalkboard - Bilateral Vertical Lines, Readiness Manual p. 52

Form Perception - Paper Pattern #V, Triangles

Lesson Plan #72

Equipment needed: Rectangle Templates, One inch Graph Paper, Crayons

Body Movement
Angels in the Snow - Readiness Manual p. 20
Barrel Roll - Roll across room with hands on hips
Roll across room with hands raised above head

Frostig Sheet

Lesson Plan #72 (cont'd)

Chalkboard - Rectangle Template, Readiness Manual p. 79

Form Perception - Block Pattern #1
Give each child half sheet, one inch graph paper, and crayons. They color in the squares to match your pattern.

Lesson Plan #73

Equipment needed: Snowman Templates, Blue Paper, White Chalk

Body Movement - Walking Board, Peripheral Targets
Readiness Manual, p. 39, #1
With eraser on head, walk:
forward
backward
sideways

Frostig Sheet

Eye Tracking - Finger Jumps, Readiness Manual p. 64

Form Perception - Snowman Templates
On dark blue paper, children trace and color in snowman with white chalk.
Make eyes, nose buttons with black crayon.
Discuss the different feel of chalk and crayons.
Chalk will be less messy if you wet paper first.

Lesson Plan #74

Equipment needed: Poi Poi Balls, Match Sticks

Body Movement - Poi Poi Balls - Hold with both hands
Swing ball horizontally in front of legs
Swing ball vertically between legs
Make large circles in front of body
Make large circles on right side of body
Make large circles on left side of body
Make large circles above head parallel to floor

Frostig Sheet

Auditory Perception
With eyes closed, each child repeats your pattern on his coffee can drum.
Use palm of hand for loud; finger tips for soft beats.

Form Perception - Match Stick Pattern Set I #8
Hopefully they will do this quickly. When finished ask them to make as many shapes as possible from memory, using the match sticks.

Lesson Plan #75

Equipment needed: Peg Boards

Lesson Plan #75 (cont'd)

Body Movement - Frog Jump
Hands and feet on floor, hands together, feet shoulder width apart. Reach forward as far as possible with hands, then bring feet up to hands; continue across room.

Review Crabwalk, Bear Walk, and Seal Walk

Frostig Sheet

Chalkboard - Bilateral Circles, Readiness Manual p. 46, #24-32

Form Perception - Peg Board Pattern #10
Discuss the characteristics of a rectangle - two equal short sides, two equal long sides.

Lesson Plan #76

Equipment needed: Hopscotch Board, Hoola Hoop, Match Stick Pattern #II

Body Movement - Hopscotch Board
Demonstrate how you jump on the board - only one foot on each square.

Frostig Sheet

Eye Tracking - Marsden Ball
Connect two hoola hoops to make large circle on floor. Two children play "tennis" while moving their feet constantly, but must not step out of the circle. Their feet may be running in place, jumping, hopping, etc.

Form Perception - Match Stick Pattern #II - Squares and Triangles

Lesson Plan #77

Equipment needed: Snowman Pattern, Pencils, Scissors

Body Movement
Roads and bridges - crawling, swimming; forward, backward

Frostig Sheet

Chalkboard - Bilateral horizontal lines - Readiness Manual p. 49, #36-41

Form Perception - Snowman Pattern
Trace snowman on white construction paper with pencil. Cut out.

Lesson Plan #78

Equipment needed: Balance Boards, Spring-o-lene, Marble Boards

Body Movement - Balance Boards - Four Children
Stand on one foot while touching body parts you call out
Stoop with eyes closed

Lesson Plan #78 (cont'd)

Body Movement (cont'd)
Spring-o-lene - Four Children
Jump five times on two feet
Jump five times on one foot
Bounce five times, kneeling

Frostig Sheet

Auditory Discrimination
Each child repeats back four nonsense syllables. Examples:

sig	la	ting	foo	gab
mig	pa	fing	moo	fab
tig	fa	ming	goo	lab
lig	da	sing	soo	tab

Form Perception - Marble Board Pattern #7

Lesson Plan #79

Equipment needed: Balance Boards, One Inch Graph Paper, Crayons, Block Pattern #2

Body Movement
Angels in the Snow

"Get the Message" - children lying on floor, teacher touches arm or leg. Child moves only the part touched. Second time around, teacher touches right leg, left arm, etc.

Frostig Sheet

Eye Tracking - Marsden Ball
Four children standing on Balance Boards. Children play "tennis."

Form Perception - Block Pattern #2, ½sheet Graph Paper, Crayons
Color in squares, copying teacher's pattern.

Lesson Plan #80

Equipment needed: Inner Tube, Hopscotch Board, Sliding Board, Tunnel, Walking Board

Body Movement - Obstacle Course
Walk around top of inner tube.
Hop over sliding board (lengthwise)
Crawl through tunnel
Crawl along top of walking board

Repeat going sideways, except hopscotch

Frostig Sheet

Chalkboard - Diamond Templates - Readiness Manual p. 81, #1-6

Form Perception - Peg Board Pattern #11 - Square, Rectangle, Triangle

Lesson Plan #81

Equipment needed: Scooter Boards, Reading Card #1, Match Stick Pattern #2

Body Movement - Scooter Board
Children take turns lying on board on their tummy. Propel board with hands.
Go forward across room
Go backwards across room
Remind children that we only sit or lie on board - never, never stand. If you transport boards between schools, four could have a turn at one time instead of just two.

Frostig Sheet

Eye Tracking - Geometric Shapes Reading Card
In groups of four, each child takes turn "reading" the shapes from left to right. Watch for smooth moving eye movements.

Form Perception - Match Stick Pattern Set II (Triangle and Square)

Lesson Plan #82

Equipment needed: Peg Boards

Body Movement
Elevators
Children stoop as low as possible and slowly raise their bodies to tip-toes as you count to ten. Bodies go down slowly as you count down to one.
"Jack-in-the-Box" - Stoop position with hand over head as lid. Recite poem jumping up as high as possible on last line. "Jack-in-the-Box all shut up tight, not a breath of air or ray of light - How dark it must be, he cannot see - Open the lid and out jumps he."

Frostig Sheet

Chalkboard - Bilateral Circles
Both hands going in same direction. This is difficult for many children, but important that they master it.

Form Perception - Peg Board Pattern #12
Show children how a triangle can be made by "filling" in a horizontal row on bottom and top of "X".

Lesson Plan #83

Equipment needed: "E" Card, Coffee Cans, Geometric Shapes Puzzles

Body Movement - "E" chart
Hold "E" in four different directions. Children hold right hand in same position.
Repeat with left hand.
Repeat with both hands at same time.
Repeat with body (If 'arms' of "E" point north, children face north. If "arms" point up, children lie on floor with arms and legs up toward ceiling, etc.). See how many can "get" this without your demonstration.

Lesson Plan #83 (cont'd)

Frostig Sheet

Auditory Perception
Copy your rhythm on coffee cans, using both hands together.
loud, loud, soft
loud, soft, loud
soft, soft, loud, loud, etc.
Give each child an individual turn, ask them to close eyes while listening to your pattern.

Form Perception - Geometric Shapes Puzzle #4
Give them only the squares and circles. Fold pattern in half so they see circle and square.

Lesson Plan #84

Equipment needed: Colored Cubes, Triangle Template, Square Templates, Crayons

Spatial Relations
Give each child red cube. Ask them to put cube
on top of body
under body
above body
below body
in front of body
in back of body
on right side, on left side
Give each child another cube (green) - children sit on floor

Frostig Sheet

Chalkboard - Triangle Template - Readiness Manual p. 77, #9-18
Show how two triangles, one inverted, make six-pointed star. Let them make a star. ✡

Form Perception - Colored Square Pattern #4
Children trace template, draw diagonal lines to copy your pattern.

Lesson Plan #85

Equipment needed: Geometric Reading Card, Cubes, Block Pattern #6

Body Movement - Discuss forward and reverse
Place three chairs for corners of triangle for children to walk around.
Walk: slowly, fast, sideways around triangle.
Jump: slowly, fast, sideways around triangle.
Hop: slowly, fast, sideways around triangle.
Run: slowly, fast, sideways,around triangle.

Give reverse commands repeatedly.

Frostig Sheet

Visual Memory - Geometric "Reading Card"
Cut sheets of manilla paper to put over card so only three shapes are exposed at one time. Show child for a few seconds only, and they tell

Lesson Plan #85 (cont'd)

Visual Memory (cont'd)
you (in order) the three shapes. If this is too easy, show entire top or bottom row.

Form Perception - Block Pattern #6
Only do this if they have been able to "see" four and five. You will have to "pool" the cubes from two schools. Cut off the bottom two rows of squares on the pattern. Give each child a piece of graph paper the same size as pattern to place their cubes on.

Lesson Plan #86

Equipment needed: Fabric Bag, Heart Template

Tactile Discrimination - Fabric Bag
Discuss and name the four types of fabric - velvet, burlap, terry cloth, and silk.
Give each child two pieces of each - scramble them and ask children to match those that are the same. "Pick up two that are different."
Children place fabric behind their backs. Now we will "see" with our fingers. Ask children to pick out two pieces the same, two that are different, two alike, two that do not match, etc.

Body Movement - Barrel Roll
Give reverse commands. They must stop before they can go in opposite direction.

Frostig Sheet

Chalkboard - Bilateral horizontal lines
Both hands going in same direction simultaneously. Ask children to make two "X's" on board - shoulder width apart. Place chalk on each "X" - both hands go to right on count of "1" ; both hands to left on "2".

Form Perception - Heart Template
After tracing template with pencil on manilla paper, go over pencil outline with red crayon. Color in heart slowly so you stay in the lines.

Lesson Plan #87

Equipment needed: Four Balls, Drum, Colored Triangle Pattern

Body Movement
Partners sit opposite each other on floor
Roll ball to partner
Push ball to partner
Bounce ball sitting
Lie on tummy and roll ball to partner

Frostig Sheet

Auditory Discrimination - Borrow drum from Kindergarten
"Jack Be Nimble" - Discuss the nursery rhyme. Children jump to as many beats as teacher plays on drum.

Lesson Plan #87 (cont'd)

Form Perception - Colored Template Triangle Pattern #5
Trace template and color to match teacher's pattern.

Lesson Plan #88

Equipment needed: Almost everything

Free Play Day - Children may participate in any activity they choose.
Set out: Hopscotch Board — Balance Boards
Walking Board — Marsden Ball
Inner Tube — Scooter Boards

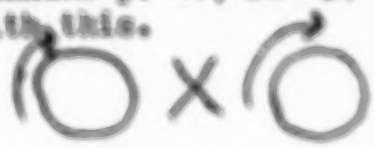
Discuss Safety Practices
Also have circle and square template and chalk available for chalkboard activities.
At the table, set out popsicle sticks, marble boards, and peg boards.

Lesson Plan #89

Equipment needed: Balance Boards, Scooter Boards, Heart Paper Pattern

Body Movement - Balance Boards
Children sit on boards with legs crossed. Hands must stay in lap to avoid pinched fingers. Pretend they are sitting in a boat.
Tip boat forward - then balance
Tip boat backward - then balance
Tip boat to right - then balance
Tip boat to left - then balance
Work with four children at a time. Other four may use Scooter Boards and Marsden Ball.

Chalkboard - Bilateral Circles - Readiness Manual p. 46, #24-37
Most children are having great difficulty with this.
It is important they master it.



Form Perception - Paper heart pattern
Children first place the hearts to match the pattern, then paste.

Lesson Plan #90

Equipment needed: Bright Fabric, Match Sticks

Body Movement
Angels in the Snow (Remove shoes)
Readiness Manual
Repeat on tummy
"Get the Message" - children move out arm or leg you touch.

Frostig Sheet

Eye Tracking
Tack bright colored fabric to pencil eraser. Track horizontally, vertically, and diagonally for child's eyes to follow.
both eyes
right only
left eye only

Lesson Plan #90 (cont'd)

Form Perception - Match Sticks
On red construction paper, children make a square, rectangle, triangle, and diamond. If necessary, have these drawn on chalkboard for children to copy.

Lesson Plan #91

Equipment needed: Diamond Templates, Heart Pattern, Manilla Paper, Crayons, Scissors

Body Movement - Readiness Manual p. 24; Remove shoes
Windmills - alternate arm and leg movements
Angels in the Snow

Frostig Sheet

Chalkboard - Diamond Templates - Readiness Manual p. 81

Form Perception - Heart Pattern
Trace around pattern. Draw eyes, nose, mouth to make heart face. Cut out.

Lesson Plan #92

Equipment needed: 4 Bean Bags, Peg Board, Colored Cubes

Body Movement - Bean Bags
Partners facing each other, toss
underhand
overhand
Divide into two teams - children take turns tossing bag into basket hung on wall
toss with both hands together
toss, right hand
toss, left hand

Frostig Sheet

Spatial Relations and Visual Memory
Children copy your placement of three or four colored cubes
Arrange three cubes - children's eyes "take a picture" - teacher covers her blocks and the children copy from memory.

Form Perception - Peg Board Square
Children copy your square, including placement of the same colored pegs as pattern. Make square full size of board.

Lesson Plan #93

Equipment needed: Rhythm Sticks, Wood Patterns, Manilla Paper, Pencils, Crayons

Body Movement - Rhythm Sticks placed on floor, ten inches apart
Walk over sticks
Crawl around sticks
Repeat both, going backwards

Lesson Plan #93 (cont'd)

Frostig Sheet

Auditory Perception
Give each child two rhythm sticks. Each child has a turn copying teacher's pattern. Tap floor for loud beats, tap knee, shoulder, ankle, head for soft beats.

Form Perception - Plywood Patterns
Children trace around pattern with pencil, color in with crayons.

Lesson Plan #94

Equipment needed: Match Stick Pattern #3

Body Movement - Arch Formation
First child arches his body with hands and feet on floor.
Second child crawls under first child, makes arch.
Third child crawls under first and second child, makes arch, etc.
After last child has made "arch", he crawls under all the others and makes "arch" next to first child, etc. Encourage proper crawling position.

Repeat - "swimming."

Frostig Sheet

Chalkboard - "Elevator"
"Elevator" children make "X" at nose level. Shoulder width, they place an "X" at top of head level with left hand, waist level with right hand. As you count one, left hand draws line down while right hand goes up the "elevator."

Check Readiness Manual, p. 54, #33-41

Form Perception - Match Stick Pattern #3
Triangle and Rectangle

Lesson Plan #95

Equipment needed: 4 Hoola Hoops, Block Pattern #6, Graph Paper, Marsden Ball

Body Movement - Hoola Hoops, opened
Children hold a hoop end in each hand, hoop behind body. Walk across room, turning hoop over head and stepping over it. Transport hoops, so you have four for each class.

Frostig Sheet

Eye Tracking - Marsden Ball
Four children lie on floor, watch ball as it swings horizontally, vertically, diagonally, and "circley."

Form Perception - Block Pattern #6
Give each child blank sheet of graph paper to place cubes on.

Lesson Plan #96

Equipment needed: Spring-o-lene, Circle Template, Assorted Colored Shapes

Body Movement - Spring-o-lene
Tape four different colors of paper at each corner.
Jump 2 times on purple corner
Jump once on blue corner
Jump 4 times on yellow corner
Jump 3 times on green corner
Holding ankles, jump 4 times on red circle

Frostig Sheet

Chalkboard - Circle Template
Trace circle, put small "x" in center.
Draw vertical line from center top to center bottom.
You should have four equal pieces of pie.
Each child makes 4 circles.

Table Work - Sorting
Give each child assorted, colored paper geometric shapes. They are to put all squares in one pile, circles in a pile, etc.

Lesson Plan #97

Equipment needed: Large Kindergarten Blocks, "M" and "D", Cardboard Letters

Body Movement - Each child stands on large block
Stoop, rise, stoop, rise, etc.
Swing arms, forward, backward, in front of body
Touch toes, keep knees straight
Twist body left, right
Bend body as far as possible to right, to left
Balance on right foot, left foot
Jump off and on block, jump over block

Frostig Sheet

Auditory Patterns
Say "slish, slosh, slish," - child repeats and continues the pattern.
Other examples:
drip, drop, drip --
eeny, meeny, eeny --
teeny, tiny, teeny --
flip, flop, flip --
eency, beency, eency --
whirly, mirly, whirly --
bing, bang, bing --

Form Perception
Give each child 4 half sheets newsprint. They trace around the letter "M" and the "D". Color in the outline and cut out.

Lesson Plan #98

Equipment needed: Twister Game

Body Movement - Introduce Twister Game, Peg Boards

Lesson Plan #98 (cont'd)

Frostig Sheet

Chalkboard - Bilateral Circles
Both hands going in same direction at same time. When mastered, give reverse commands.

Form Perception - Peg Board Pattern #13

Lesson Plan #99

Equipment needed: Balance Board, Graph Paper, Crayons, Cardboard Tubes, Marsden Ball

Body Movement
Log Roll - Space Balance Boards in two rows across floor. Children roll bodies over boards.
Hands above head
Hands held at side of body
Hands clasped behind neck, ankles crossed

Frostig Sheet

Eye Tracking - Marsden Ball
Child holds striped cardboard tube with three fingers thrust in ends.
Hit ball with pink stripe
Hit ball with yellow stripe
Hit ball with blue stripe
Alternate hitting, yellow, blue, pink, etc.

Form Perception
Give each child half sheet graph paper. They copy pattern of coloring in every other square. Use only one color crayon.

Lesson Plan #100

Equipment needed: Assorted Objects, Marble Boards

Body Movement - Torpedo Game
Children cross room doing what you say: skip, walk, run, jump, etc. Every time you shout "Torpedo", they throw their bodies down on the floor.

Frostig Sheet

Visual Memory
Place four objects in front of children. After they study them for a minute, they close eyes and you remove one item. Children tell which is missing. Repeat, removing two items. Use different objects each time, if possible.

Form Perception - Marble Board Pattern #8

Lesson Plan #101

Equipment needed: Stepping Stones, Colored Triangle, Pattern #6

Lesson Plan #101 (cont'd)

Body Movement - Cross Pattern Walking
Child points to left toe with right hand, vice versa, with each step. Try with and without stepping stones.

Cross pattern crawling. Put masking tape on left hand and right knee. Child picks up the taped hand and knee at same time, then the untaped ones. Encourage slow movements.

Frostig Sheet

Eye Tracking - Finger Jumps - Readiness Manual p. 64

Review pp. 61 and 63.

Form Perception - Colored Template Triangle Pattern #6

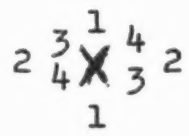
Lesson Plan #102

Equipment needed: Colored Paper Shapes

Body Movement
Hunch shoulders
Raise and lower shoulders
Rotate shoulders in circular movement to the front and then to the back
Repeat lying on floor
Rocking Horse and Rocking Chair

Frostig Sheet

Chalkboard - Clock Game
In front of each child make a simplified clock with "X" in center. Teacher calls out a number and child connects the numbers with a straight line going through the "X":



The diameter should be at least 12 inches.

Form Perception - Geometric Pictures
Child "creates" objects from colored geometric shapes. The shapes may be placed and then pasted on manilla paper.

Lesson Plan #103

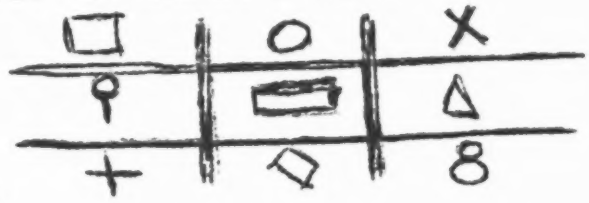
Equipment needed: Hopscotch Board, Inner Tube, Tunnel, Rhythm Sticks, Walking Board, Newsprint

Body Movement - Obstacle Course
Hop over hopscotch board
Jump on inner tube or spring-o-lene
Walk over walking board carrying different weight objects in each hand
Crawl through tunnel and under two chairs
Skip over ten rhythm sticks

Frostig Sheet

Lesson Plan #103 (cont'd)

Spatial Relations - Tic-Tac-Toe
Give each child half sheet newsprint. Demonstrate on Chalkboard how to draw two horizontal lines bisected by two vertical lines. Child places "X", "O", triangle, square, rectangle, cross, etc. in same place that you put yours. Do one at a time.



Lesson Plan #104

Equipment needed: Diamond and Square Templates, Shamrock Template

Body Movement
Angels in the Snow - encourage children to scrape arms and legs across floor and keep with you as you count one, two.
Alternate arm and leg movements - Readiness Manual, p. 24

Frostig Sheet

Chalkboard - Diamond Template - Readiness Manual p. 82, #16
Use Square Template for #18

Form Perception - Shamrock Template
Trace with pencil on white paper. Color in green.

Lesson Plan #105

Equipment needed: Bean Bags, Rhythm Sticks, Match Stick Pattern #4

Body Movement - Bean Bag Toss Relays
Two teams
Toss at target drawn on chalkboard
Toss in basket

Do these with both hands, left and right hand, backwards and sideways.

Frostig Sheet

Auditory Patterning - Using Rhythm Sticks
Tap knee, coffee can, knee --
Tap shoulder, floor, shoulder --
Tap head, shoe, head --
Tap elbow, coffee can, elbow --

Form Perception - Match Stick Pattern #4

Lesson Plan #106

Equipment needed: Scooter, Boards, Walking Boards, Shamrock Pattern

Body Movement
Scooter Boards (4 children)
Walk with two hands pushing scooter board
One knee and hands on scooter board, push with other leg.
Do these across the room and then around four chairs placed to make a square.

Lesson Plan #106 (cont'd)

Body Movement (cont'd)
Walking Board
4 children while other 4 are on scooter boards, rotate children.
Walk half way across board, kneel on one knee, get up, continue across.
Walk half way across board, turn around, continue in beginning direction.

Frostig Sheet

Chalkboard - Review of shapes
Draw large circle
Draw square inside circle - corners of square must touch circle
Draw triangle inside square corners touching triangle

Form Perception
Shamrock paper pattern
Children place shamrocks to match teacher's pattern, then paste.

Lesson Plan #107

Equipment needed: Arrow Cards, Letter "D"

Body Movement
Jumping Jacks
Count of one - jump, land with feet spread apart, hands together above head
Count of two - jump, land with feet together, hands at side of body.

Vary this by counting slowly at first and then faster. It is important that children stay with your counting.

Crawl
Place eight objects on floor against wall. Children line up on opposite wall and keep eyes on their assigned object as they crawl toward it.

Frostig Sheet

Spatial Relations - Directionality
Arrow Cards - Give each child newsprint and crayon. Hold up arrow card #1. Children reproduce it on their paper. It is important all four children are facing you. Repeat with #2, 3, 4. Discuss arrow going "up" "down," "right," and "left."

Form Perception - Cardboard "D"
Assuming they have traced "M", colored it, and cut it out, repeat exercise with letter D.

Lesson Plan #108

Equipment needed: Balance Boards, Walking Board, Shamrock Pattern

Body Movement - Balance Board and Walking Board
4 children at a time with each activity

Lesson Plan #108 (cont'd)

Body Movement (cont'd)
Walking Board - Remove shoes
Carry pail in each hand while crossing board
Only one pail
Both pails with blocks in each pail
Both pails with a block in only one pail

Balance Boards - Children tip forward, balance, backward, balance, right, balance, left, balance

Hopefully they will do this independently so you can supervise the walking board.

Chalkboard - Bilateral Circles
Review
Both hands coming into "X"
Both hands going away from "X"
Both hands going to right

Form Perception - Shamrock Pattern
Trace Shamrock on green paper. Cut out.

Lesson Plan #109

Equipment needed: Drum

Body Movement and Auditory Perception
Taking one step to each drum beat, children walk around four chairs (rectangle shape)
Jump around rectangle, one jump to each beat
Walk backwards - to drum beat
Jump over rhythm sticks placed on floor - one jump to each beat

Frostig Sheet

Eye Tracking
Give each child a piece of yarn or string 12 inches long. Hold one end on tip of nose, other end hold out in front of nose, which is moved to right, left, up, down, circle motion. Eyes watch the moving hand.

Form Perception - Match Stick Pattern #5

Lesson Plan #110

Equipment needed: Sliding Board, Peg Boards

Body Movement
"See-Saw"
A child sits facing a partner, legs crossed at knees, arms outstretched, holding partner's hand.
On count of one, child facing "window" wall pulls his partner toward him until he is all the way back on floor.
On count of two, child facing "door" wall pulls. Repeat ten times.
Sliding Board
Starting at bottom of board, children pull themselves up the board in a sitting position.

Lesson Plan #110 (cont'd)

Frostig Sheet

Chalkboard
With colored chalk, draw this design for each child to trace over.

Child begins at left and traces it five times. Ask child to copy it, free hand, below your pattern.

Form Perception - Peg Board Pattern #24
Square in Square

Lesson Plan #111

Equipment needed: Visual Memory Cards, Match Stick Pattern #6

Body Movement - Angels in the Snow
Children open right arm and leg, only to your count of one, two, one, two
Repeat with left side only
Repeat both one and two lying on tummy

Frostig Sheet

Visual Memory
Hold up memory cards with three pictures. Child "reads" pictures, teacher covers card, child repeats names of pictures in proper order.

Form Perception - Match Stick Pattern #6

Lesson Plan #112

Equipment needed: Inner Tube, Scooter Boards, Drum, Colored Geometric Shapes

Body Movement
"Walk" sideways around top of inner tube facing middle of tube
Repeat facing out from tube

Scooter Boards
While four children are on tube, the other four may play on scooter boards. Switch groups.

Frostig Sheet

Auditory Perception
Children listen while you beat drum 1, 2, 3, or 4 times. Then they jump the number of drum beats they heard.

Table Work - Geometric Shapes
Figure-ground Training
Children sort out all the red shapes in one pile, blue shapes in one pile, etc.

Lesson Plan #113

Equipment needed: Eight Bean Bags, Hopscotch Board, Diamond Templates

Lesson Plan #113 (cont'd)

Body Movement - Bean Bag Toss
Sitting on floor, child tosses bag from one hand to other, arms should be held ten inches from sides of body. Child follows bag with head moving.
Repeat, child holds his head still.
Toss bean bag on hopscotch board, aiming for number teacher calls out.

Frostig Sheet

Chalkboard - Diamond Template - Readiness Manual p. 83, #21 and 22

Form Perception - Geometric Puzzle #4, Rectangle and Diamond

Lesson Plan #114

Equipment needed: Striped Tubes, "F" Pattern, Marsden Ball

Body Movement
Lying on back, bring up knees to touch chest. Push up legs straight toward ceiling.
Count 1 - knees to chest; count 2 - legs up straight; count 3 - legs return to floor.

Readiness Manual p. 26, #1

Frostig Sheet

Eye Tracking - Marsden Ball
Lying on floor, hit ball to partner with color striped tubes. Pink, then yellow, blue.

Form Perception - Letter "F"
Trace around "F" pattern with pencil, remove pattern, outline pencil lines with crayons. Cut out.

Lesson Plan #115

Equipment needed: Four large balls, four hoola hoops, Geometric Puzzle #V

Body Movement:
Partners face each other on opposite sides of a hoola hoop.
1. Bounce ball in center of hoop to partner
2. Toss ball over hoop to partner
3. Remove hoops, child walks to partner while bouncing ball with two hands, partner walks back to first child's place while bouncing ball

Frostig Sheet

Chalkboard: Clock Game
Holding small chalk in each hand on the "X", child draws lines to the number teacher calls. Example: When five is called, one hand will draw a line up at the same time other hand draws a line down from the "X".

6	5	7
8	X	8
7	5	6

Form Perception: Geometric Puzzles #V Large "Change Abouts"
Give each child three puzzles to place together to match teacher's

pattern.

Lesson Plan #116

Equipment needed: Marble Board Pattern #9

Body Movement: Inch Worm
Arch body, feet on floor, hands thrust forward. Hands stay still while feet "inch" up to hands. Feet stay still while hands push forward, feet "inch" up to hands; repeat across room.

Knee Scoot - Crawling position, extend hands forward, pull knees up to hands. Repeat going backwards.

Frostig Sheet

Auditory Perception: Read the following words to children. They are to clap softly when they hear a word that begins the same as mouse. Put their hands on head if it does not begin like mouse. Accentuate beginning consonant.

Mouse	Mice	more	marbles
Mirror	men	matches	wing
Map	lion	fish	mask
man	meat	mop	mother
boy	nose	sock	horse
mitten	money	nine	mouse
soap	fence	milk	

Form Perception: Marble Board Pattern #9

Lesson Plan #117

Equipment needed: Poi Poi Balls, Walking Board, Red "X", Sliding Board, Marsden Ball Tubes

Body Movement: Remove Shoes for Walking Board

A. 1. Swing Poi Poi Ball in right hand, keep eye on "X"
   2. Swing Poi Poi Ball in left hand, keep eye on "X"
   3. Pass ball from left to right hand while keeping eye on "X".

B. Place sliding board over two chairs to make bridge
   1. Children crawl over bridge
   2. Children swim over bridge.
   3. Children knee scoot over bridge while waiting their turn for the walking board

Frostig Sheet

Eye Tracking - Marsden Ball
1. Lie on tummy, head toward ball, hold tube with both hands, hit ball to partner
2. Lie on back, hold up knees, hit ball with knees to partner
3. Ask the two children waiting for turns to count the number of times the ball is hit.

Form Perception - "W" and "D" Puzzles
Children match the pieces to make the complete letters.

Lesson Plan #118
Equipment needed: Stepping stones, Scooter Boards, Hoola Hoops, Rectangle Pattern #7

Body Movement: Cross Pattern Walking
Place "stones" to make a square formation.
Children point to forward foot with opposite hand.
Be sure they turn the four corners correctly.
Let the children who do it well play with hoola hoops and scooter boards while you help those who are having difficulty.

Frontis Sheet

Chalkboard: Directionality
1. Ask children to draw an arrow pointing up
2. Ask children to draw an arrow pointing down
3. Ask children to draw an arrow pointing to right
4. Ask children to draw an arrow pointing to left
   Before they erase each arrow, discuss whether it is in a horizontal position or vertical position.
5. Make an arrow pointing in a diagonal direction.

Form Perception: Rectangle Template Pattern #7
Children trace template with pencil, draw in lines and color, copying pattern.

Lesson Plan #119
Equipment needed: Four jump ropes, Lotto Game

Body Movement
1. Two children hold rope in right hand and turn it together toward "window" wall.
2. Reverse direction on teacher's command.
3. Hold rope in left hand and repeat.
4. Both children step over rope at same time while holding their end of rope.
5. Two children hold rope for class to jump over. Starting with four inches from floor, keep raising after each child has a turn.

Form Perception: Lotto Game
Give each child a Lotto Sheet and letter squares for M, D, F, C, I, & U. They place the letter the teacher calls out on the matching square of their Lotto Sheet. The first child to get three squares filled in a horizontal or vertical line calls out "Lotto". Trade sheets and repeat.

Lesson Plan #120
Equipment needed: Poi Poi Balls, Easter Egg Paper Pattern

Body Movement - Poi Poi Balls
1. Swing Poi Poi Ball with both hands to make figure eights in the air.
2. Repeat, right hand only
3. Repeat, left hand only
4. Make circle above head
5. Make circle in front of body
6. Make circle on right and left side of body

Frostig Sheet

Chalkboard - With Colored Chalk make this pattern for children to trace over with small white chalk - six inches high:

1. Trace with right hand
2. Trace with left hand
3. Trace with both hands at same time.

Form Perception - Paper Pattern Easter Eggs.

Lesson Plan # 121
Equipment needed: Geometric Reading Cards

Body Movement: Scissor Jump
a. Count of one, jump up, land with right foot forward as far as possible, left foot back. Be sure toes are pointing straight ahead.
b. Count of two, jump, land with left foot forward. Keep repeating to count of 1, 2, 1, 2.
c. Jumping Jacks to count of 1-2, 1-2, 1-2.
d. Combine a & c to a four count exercise.
   Count 1 - Forward stride
   Count 2 - Feet together
   Count 3 - sideward stride
   Count 4 - Feet together - repeat

Frostig Sheet

Visual Memory and Form Perception - eight children
Geometric Reading Cards - Give each child paper and a crayon. Hold up card with only two shapes exposed. Children look for a minute then draw the shapes from memory. Repeat with three shapes exposed.

Lesson Plan #122
Equipment needed: Sixteen rhythm sticks, F & G Puzzle Cards.

Body Movement and Patterning
Lummi Sticks - Hold a rhythm stick in each hand, vertically - Follow Teacher's actions.
1. Tap sticks on floor, tap fists together, repeat 10 times.
2. Tap sticks on floor twice, tap fists twice, repeat.
3. Tap sticks on knees, then shoulders.
4. Tap sticks in front of feet, then out to the side, repeat.

Frostig Sheet

Auditory Perception - "D" Auditory Clap - Read the following words. Children are to clap when they hear a word that begins the same as "dog". If they clap for the wrong word, say that word substituting "D" sound for the beginning letter so that the child hears the difference.

door	goat	doctor
dog	duck	foot
farther	mittens	daddy
dishes	dirt	dice
mop	desk	gun
doughnuts	doll	marbles
dime	moon	dollar

Form Perception - "F" & "G" Puzzle Cards
Give each child one vertical and one horizontal cut card of each letter. Have sucker sticks set out for them to build a log cabin when puzzles are completed.

Lesson Plan #123
Equipment needed; Ice Cream containers, clothespins, bean bags, Colored Template Pattern #8

Body Movement - Relay Races
Children line up in two rows, place an ice cream container in front of each row.
1. Each child takes turn tossing a bean bag into a container
2. Children run up and clip one clothespin on top edge of container
3. Children jump up and clip two clothespins (one with each hand) on edge of container.
4. Keeping eyes closed, children crawl up and touch container, swim to end of line, eyes open.

Frostig Sheet

Chalkboard - With Colored chalk draw an "M" for each child to trace over. Explain that they must begin each of the four lines at the top.

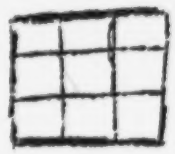
Count 1, 2, 3, 4 so they stay together and you can see that they are starting each stroke at the top.

Form Perception - Colored Template Pattern #8 - Rectangle with Diagonal lines.

Lesson Plan #124
Equipment needed: Lotto Game Sheets, Peg Board Pattern #22

Body Movement - "Quarter and Half Jumps."
Establish names for the four walls of the room, such as windows, chalkboard, door wall, clock wall. Children all face one wall. Teacher calls out a wall name - children jump up while turning their body so they land facing the wall teacher names. Continue naming walls so they do 1/4 or 1/2 turns. On half turns, specify jumping to right or left.

Spatial Relations - Tic Tac Toe - Give each child blank Lotto Sheet and letter cards for M, D, I, F, G, & U. On chalkboard draw large:
Draw "M" on one square. Children put M Card in same square on their paper. Repeat with other letters.



Eye Tracking - Marsden Ball - Colored striped.
Hit alternating yellow and blue stripes

Form Perception - Peg Board Pattern #22 "M"

Lesson Plan #125
Equipment needed: Balance Boards, Walking Board, Matchstick Pattern VII

Body Movement - (Kneel on boards - remind children to keep hands on top of Balance Boards: (board to prevent pinched fingers.
1. Tip board forward, balance
2. Tip board backwards, balance
3. Tip board to right, balance
4. Tip board to left, balance
5. Rotate around in a circle without using hands to propel
6. Invert board, kneel on it, use hands to navigate across floor.

Walking Board: Four children while others are on Balance Board
1. Crawl the length of board
2. Swim the length of board
3. Walk sideways
4. Walk backwards

Frostig Sheet

Chalkboard - Child makes "X"
1. Ask child to draw a line up from "X"
2. Ask child to draw a line down from "X"
3. Ask child to draw a line on right of "X"
4. Ask child to draw a line on left of "X"
5. Ask child to draw a diagonal line upper right.
6. Ask child to draw a diagonal line lower left.

Form Perception - Matchstick Pattern VII

Lesson Plan #126
Equipment needed: Tin can stilts, Small case Lotto game

Body Movement: Stilts "Romper Stompers"
Children walk across inverted Hopscotch Board
1. Forward
2. Sideways
3. Backwards
Exchange stilts, so child experiences the three different heights.

Frostig Sheets

Reading Readiness - Lotto Game
Give each child small case m, d, f, g, u, and a Lotto Sheet and matching letter cards. Teacher calls out the letters and first child to get three letters in a horizontal, vertical, or diagonal row calls out "Lotto". Exchange Lotto Sheets, repeat.

Lesson Plan #127
Equipment needed; none

Body Movement - Animal Day
Review crab walk, bear walk, seal walk, Kangaroo jump, duck walk, inch worm. Place four chairs to make diamond shape. Children walk around "diamond" like animal teacher calls out - keep changing the animal.

Frostig Sheet

Auditory Discrimination - "G" words (Eight Children)
Children stand up when they hear word that begins the same as "girl."

gum	girl	needle	garden	gold	father
golf	red	house	dog	gum	mine
boy	green	gas	game	goose	garage
	goat	gong	house		gift

Eye Tracking - Marsden ball (Eight Children)
Children make wheel spoke - all feet under ball. Follow ball with eyes, head still.
1. Hands clasped, try to touch ball.
2. Ankles crossed, try to kick ball with feet.

Lesson Plan #128
Equipment needed: Cardboard "G" cardboard "rulers".

Body Movement
A. Rolling - Readiness Manual Pg. 27
B. Sitting on chair, children "walk" the chair across room forward, backward, sideways.

Frostig Sheet

Chalkboard - To help stress a square has equal sides.
With cardboard "ruler" as guide, children draw a square. Teacher demonstrate first.

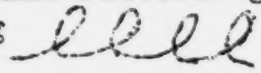
Form Perception - Cardboard "G"
Trace around "G" with pencil, outline with crayon, cut out. Do as many as time allows.

Lesson Plan #129
Visual Memory Slides

Readiness Manual Pg. 97 - Basic Geometric Shapes.

Lesson Plan #130
Equipment needed: Hopscotch Board, Walking Board, Scooter Boards, Diamond Pattern #9.

Body Movement
A. Hopscotch - four children
   1. Hop on single squares, jump on double squares
      If child steps on dividing lines, he goes to end of line.
   2. Play regular hopscotch using bean bag instead of a stone.
B. Scooter Boards - four children
   Lie on back on scooter board and navigate around walking board
   1. Use arms and legs
   2. Use legs only

Chalkboard - Rhythmic Patterning
Demonstrate making  on board.

Upstroke on count of one, downstroke on count of two.
Encourage children to stay with your counting.

Form Perception - Kites - colored. Template Pattern #9
Trace around diamond pattern, draw in bisecting lines for supporting sticks, color and cut out.

Lesson Plan #131
Equipment needed: Twelve paper rolls, 2 small balls, coffee cans, Rectangle Paper Pattern IV

Body Movement - Bowling Relay
Set up six toilet paper rolls for each team. Using small rubber ball, children take turns rolling ball to knock down the paper rolls. Each child marks on chalkboard how many "pins" he knocked down.

Frostig Sheet

Auditory - Drum Beat Patterning
Use fast and slow beats instead of loud and soft
1. Fast, slow, fast, slow, etc.
2. Fast, fast, slow, slow, fast, fast, etc.

Form Perception - Paper Pattern #IV Rectangles

Lesson Plan #132
Equipment needed: Balance Boards, Walking Boards, Bean Bags, Sucker Stick, Pattern #3

Body Movement - Balance Boards, four children
A. Children stand on balance boards, facing partner and toss a bean bag to each other.
   Both hands, right hand, left hand
B. Walkihg Board - four children
   1. Hop on one foot across board
   2. Crawl across board
   3. Swim across board
   4. Repeat #2 and 3. going backwards.

Frostig Sheet

Eye Tracking - Marsden Ball and Balance Board: Hit ball to partner(tennis) standing on balance board.

Form Perception - Sucker stick Pattern #3, House and Garage.

Lesson Plan #133
Equipment needed: Record Player, circle patterns, Block Pattern #7

Body Movement & Auditory Perception - 8 children
Musical chairs - Line up seven chairs back to back
Children walk, skip, hop, jump around chairs until music stops, at which time they sit on a chair. Child who doesn't get a chair helps teacher stop record player.

Frostig Sheet

Chalkboard - Circle Pattern
Trace around wooden circle pattern five times. Reproduce, without pattern, above, below, right and left of pattern.

Form Perception - Block Pattern #7. Rectangle
Give each child one inch graph paper to place their blocks on

Lesson Plan #134
Visual Memory Slides, Readiness Manual Pg. 102.

Lesson Plan #135
Equipment needed: Four large balls, Spring-o-lene, Balance Boards, "B" Pattern.

Body Movement
A. Ball Bouncing - 4 children
   1. Child holds ball at chin height, lets it drop (bounce), catches it.
   2. Repeat, letting it bounce two times before catching it.
B. Spring-l-lene - 4 children
   1. Jump and turn around in air, land facing opposite direction
   2. Sitting on board, bounce body four times.
   3. Hop on right foot three times, then left three times.

Auditory Discrimination - Children sit on chairs - stamp feet when they hear a word that begins the same as "bat" and "ball".

bird	bear	bike	doll
tire	button	goose	bag
bat	dirt	basket	bell
bark	bean	bank	dart
dog	duck	book	barn

Form Perception - Trace around carboard "B" with pencil, outline with crayon. Make as many as time allows.

Lesson Plan #136
Equipment needed: Poi Poi Balls, Balance Boards, Paper Pattern #VI.

Body Movement
A. Poi Poi Balls
   1. Large circles, right hand, swing from shoulder
   2. Large circles, left hand.
   3. Large circles, both hands holding rope
   4. Repeat above using wrist movements.
B. Frog Jump

Frostig Sheet

Chalkboard-Bilateral circles while standing on balance boards.

Form Perception - Paper Pattern #VI Triangle

Lesson Plan #137
Equipment needed: Four Jump Ropes, Peg Board Pattern #15

Body Movement - Rope Maze - Tie ropes between two chairs at four different heights

1. Children crawl under ropes
2. Children walk over ropes
3. Children walk sideways over ropes
4. Children walk over #1 rope, under #2 rope, over #3 rope, under #4 rope.

Frostig Sheet

Eye Tracking - Finger Jumps - Readiness Manual Pg. 66; children straddle their chair so that they face back of chair.

Form Perception - Peg Board Pattern #15; Rectangle inside rectangle.

Lesson Plan #138
Equipment needed: One jump rope, bean bag, square and rectangle Templates, Marble Board Pattern X & XI

Body Movement - "Jump the Snake."
Tie a bean bag to end of jump rope. Children form a circle. Teacher stands in middle and swings rope around circle, bean bag sliding along floor. Children jump so that the sanke's head (bean bag) goes under feet. Best jumper can take teachers place in middle of circle.

Frostig Sheet

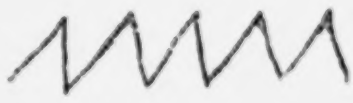
Chalkboard - Square and rectangle templates.
Children trace around each one five times. Reproduce without aid of template. Discuss how they are different.

Form Perception: Marble Board Patterns #X and XI.
If they finish X they may do XI.

Lesson Plan #139
Equipment needed; Inner tube, Walking Board

Body Movement
A. Angels in the Snow.
Children lie (tummy down) on top of tables or chairs - arms and legs dangling open & close arms and legs to teacher's counting 1, 2, 1, 2.
B. Inner Tube and Walking Board - 4 children on each.
Walk, foreward, backward, sideways on each.

Chalkboard - Rhythmic Patterning
Draw this pattern for each child to trace over
Children trace up diagnonal line on count of one, trace down vertical line on count of two.



Form Perception - Block Pattern #8
Give each child blank sheet of graph paper to place their cubes on.

Lesson Plan #140
Equipment needed: Jump Ropes, Scooter Boards, Walking Board, Triangle Template, Paper Pattern #VII

Body Movement:
A. Jump Ropes - Four Children
Start with rope behind heels, swing over head so that it lands in front of toes.
Then: 1. Step over rope (Continue across room)
2. Jump with two feet " " "
3. Hop on one foot " " "
B. Scooter Boards - Four Children
Go around walking board sideways
1. Lying on tummy
2. On Knees.

Frostig Sheet

Chalkboard - Triangle Template: Readiness Manual, Pg. 78, #19 through 25.

Form Perception - Paper Pattern VII; Multiple Shapes - Continue the Pattern.

LESSON PLAN #141
Equipment needed: Drum, Lotto Game

Body Movement and Auditory Perception
Children lie on floor and do the following to drum beats.
1. Turn head completely to left, then right
2. Bring arms up straight in front of face, return to floor
3. Raise right leg up straight, return to floor
4. Raise left leg up straight, return to floor
5. Lift head to look at toes, head back on floor.

Frostig Sheet

Reading Readiness - Lotto Game (8 Children)
Capital B, S, E, T, X, and W.

Lesson Plan #142
Equipment needed: "S" Pattern, pencils, scissors

Body Movement:
A. "Wring the Dishrag" - Children stand, hold partner's two hands and both turn toward clock wall, so that they are back to back, but still holding partners hands. Turn again so they are facing each other (still holding hands). Repeat several times. Exchange partners.

B. "Thread the Needle" - Clasp hands in front of knees, step over hands. Bring hands up to back of waist.

Frostig Sheet

Auditory Discrimination - "S" words.
Read following words - Children clap when they hear a word that begins same as "seal".

Sand	swin	neck	six
soup	goat	sun	boy
fish	sew	roll	saw
boat	soap	sister	seven
sailor	sink	sock	word

Form Perception - "S" Pattern: Children trace around "S" with pencil. Outline with crayon, Cut out. Make as many as time allows.

Lesson Plan #143
Equipment needed: Stilts, Hopscotch Board, Scooter Boards, Peg Board Pattern #16

Body Movement: Stilts - Reverse side of Hopscotch Board
Give each child one low and one high stilt. Children walk around in a circle formation, when they come to hopscotch board they walk:

1. Sideways
2. Backwards
3. Baby steps
4. Giant Steps.

Frostig Sheet

Eye Tracking - Marsden Ball
Child lies on tummy on scooter board holding tube with two hands, hits ball to partner.

Form Perception - Peg Board Pattern #16

Lesson Plan #144
Equipment needed: Sliding Board, tennis shoes, bean bags, Diamond & Triangle Templates, Match stick Pattern #8 and 9.

Body Movement: Sliding Board
1. Standing by top of board push bean bag down board. Encourage "straight "shooters" so bag stays on board all the way down.
2. Sitting on board, slide down backwards.
3. Push bean bag up board - strong push so it goes over top of board.
4. Walk up board - hold on to sides if necessary.

Frostig Sheet

Chalkboard - Diamond & Triangle Templates.

1. Trace around diamond five times in vertical position. Do not erase.
2. Trace around triangle five times, invert template so bases touch, trace five times.

3. Discuss how #1 and #2 are alike.
4. Reproduce a diamond freehand.

Form Perception - Matchstick Pattern #8 and #9.

Lesson Plan #145
Equipment needed: Cardboard letters "T" and "E"

Body Movement - Jig
1. Extend left heel, toes pointing up, in front of body, bring back while extending right heel out. Repeat six times.
2. Repeat #1, but they are to hop as they change heels. Those who are able to do the jig may use the scooter boards while you help those who have difficulty.

Frostig Sheet

Auditory Discrimination - Children make a "T" with their two index fingers when they hear a word that begins like "turtle."

Tent	toe	table	toast
bell	tomato	ten	pen
tiger	can	beer	door
turtle	towel	dish	town
car	purse	tooth	

Form Perception - Cardboard "T" and "E"
Trace around letters with pencil, cut out.

Lesson Plan #146
Equipment needed: Stepping Stones, stilts, Walking Board, Sail Boat Paper Pattern

Body Movement:
A. Remove Shoes, stepping stones, 4 children
   1. Place right foot on left tile and continue walking, crossing over so that left foot steps on right tile and vice versa.
   2. Walk over stones backwards.
   3. Walk with bean bag on head
   4. Walk on stones with stilts.
B. Walking Board, 4 children - Jump over walking board foreward and sideways.

Frostig Sheet

Chalkboard - Bilateral Horizontal lines; Readiness Manual, Pg. 51 #46 - 51.

Form Perception: Sail Boat Paper Pattern

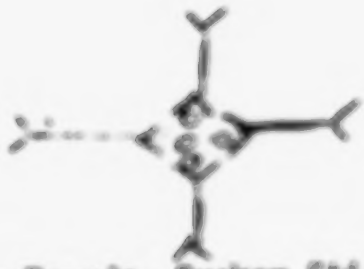
Lesson Plan #147
Equipment needed: Peg Board Pattern #17

Body Movement - Rolling, Readiness Manual Pg. 27 #2, 3, & 4.

Frostig Sheet

Eye Tracking - Marsden Ball; Lie on tummy heads facing each other
1. Play "tennis" left and right hand
2. Hit ball with elbow
3. Hit ball with forehead

Form Perception - Peg Board Pattern #17



Lesson Plan #148
Equipment needed: Walking Board, Spool Balance Boards, Sucker Stick Pattern #IV

Body Movement - "Gang Plank" - Walking Board placed on large spool
1. Children walk foreward keeping eyes focused on "X"
2. Walk sideways, eyes focused on "X"
3. Walk backwards.

To eliminate children waiting in line, put out balance boards for children to stand on, kneel on, crawl over.

Frostig Sheet

Chalkboard - Children stand on Walking Board placed under chalkboard and draw the geometric shapes the teacher calls out.

Form Perception - Sucker Stick Pattern #IV

Lesson Plan #149
Equipment needed: Bean bags, ice cream containers, Lotto Game

Body Movement
A. Horse kick - stoop, hands on floor, kick feet out behind. Bring feet back up to meet hands, repeat.
B. Bean Bag Toss
   1. Toss to partners
   2. Toss in ice cream containers on floor
   3. Toss in containers hooked above chalkboard.

Reading Readiness - Lotto Game, small case: s, b, t, w, x, & e.
Children must have entire sheet filled before calling out "Lotto."

Lesson Plan #150
Equipment needed: Rectangle colored template Pattern #10, Manilla Paper,

Body Movement:
A. Give each child a small object to hold in his right hand as a clue.
   Ask children to place :
   Right hand on right ear
   Left hand on right ear
   Right hand on left shoulder
   Left hand on right knee
   Right hand on right knee, etc.

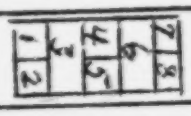
B. Still holding object in right hand give commands to turn body to right and left. It helps if they hold up the arm on the side they are to turn.

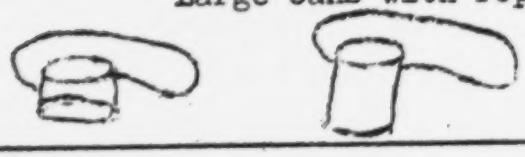
Frostig Sheet

Chalkboard - Children print their name on the board. Ask them how many different shapes they can find in the letters of their name.

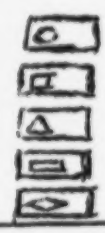
Form Perception - Rectangle colored template Pattern #10. Trace around template, copy patterns bisecting, lines and coloring.

EQUIPMENT FOR GROSS MOTOR SKILLS

ITEM	DESCRIPTION	SOURCE	PRICE
Balloons	Large, varied shapes	Drug Store	69¢ Pkg.
Marsden Ball	Red rubber ball 3" diameter suspended with cord from ceiling	Dept. Store	ball 29¢ cord 50¢
Tubes	Cardboard paper towel rolls or Plastic golf bag tubes	Discount Store	Tube 10¢
Walking Board	8' long, 2"x4" on supports	Vocational Guidance & Rehabltn. Serv.	$4.30 ea.
Sliding Board	8'x1'x1", 1"x1' lip on both ends	"	$6.20 ea.
Balance Boards	1"x16" square on 3"x3"x2" pedestal Plywood covered with carpeting	"	$5.00 ea.
Scooter Boards	15"x12"x1" Hardwood, 2½" casters	"	$6.85 ea.
Hopscotch Board	8'x2', 1/4" masonite 	"	$6.75 ea.
Stepping Stones	9" vinyl tiles, cut in half	Flooring Co.	20¢ ea.
Spring-O-Lene	Two, 2' square boards with four 6" coil springs at each corner	Creative Playthings	$13.25 ea.
Tunnel-of-Fun	Fabric covered 10' wire coil	"	$10.50 ea.
Hoola Hoops		Dime Store	77¢ ea.
Pails	Plastic Pails & cardboard Ice Cream Containers	Ice Cream Plant	Ice Cream Containers Free Plastic Pails 29¢
Jump Ropes	4' pieces of clothesline	Discount Store	1¢ per.ft.
Inner Tubes	Large truck size (used)	Tire Recapping Co.	Free
Poi Poi Balls	Cord with ball attached at the end	Educational Activities,Inc.	$5.25 per 24
Rhythm Sticks	1"x12" wooden dowels	Regular School Equipment	
Balls	Large play ground size & tennis size	"	
Bean Bags	6"x6" fabric, filled with navy beans	"	

Stilts	Large cans with rope handles 	Juice cans Coffee cans Large Tuna Cans Large fruit cans	
Funster Game		Department Store	$4.95 ea.
Spool	To place walking board on to make incline. 12" outer diameter, 8" above floor	Wire Co.	Free

EQUIPMENT AND MATERIALS - FINE MOTOR SKILLS

ITEM	DESCRIPTION	SOURCE	PRICE
Matchsticks	Heads cut off of everyday matches	Grocery Store	10¢ a box
Sucker Sticks	Popsicle Sticks	Ice Cream Plants	Free
Colored Cubes	Counting Blocks -Milton Bradley	Holcomb Co.	$3.75 box of 100
Peg Boards	Plastic 6"x6" (100 holes)	Holcomb Co.	40¢ ea.
Pegs	Ideal plastic headed pegs	Holcomb Co.	$1.10 box of 144
Marble Boards	7½"x7½", 3/4" Plywood, 36-1/2" holes centers 1" apart	Vocational Guidance & Rehabltn. Serv.	$1.50 ea.
Marbles	5/8" solid color	Immermen's	$6.00 per 1000
Parquetry Blocks	Milton Bradley #8439	Holcomb Co.	$2.00 Box
Patterns	For small parquetry blocks	Developmental Learning Matrls.	$2.75
Chalk	Colored Large R.R. Type Fre-Art White	Holcomb Co. Holcomb Co.	$3.92 Box $2.72 Box of 24
Chalkboard Templates	8"x12"x1/4" Masonite Circle 6" diameter Square 6" square Triangle 8" base, 7" sides Rectangle 4"x7" Diamond 4"x7½"-4¼" dises 	Vocational Guidance & Rehabilitation Services	35¢ ea. " " " "
Patterns	Shapes cut out from above templates	"	

EQUIPMENT AND MATERIALS - FINE MOTOR SKILLS (CONT'D)

ITEM	DESCRIPTION	SOURCE	PRICE
Cardboard Letters	4" Size	Holcomb Co.	$1.15 per Box
Visual Memory Slides		P.A.S.S., Inc.	$45.00
Clothespins	Snap Kind	Grocery Store	29¢ per 24
Beads	Wooden - vary colored	Reg. School Equipment	
Drums	Three Pound Coffee Cans	Grocery Store	Free
Seeds	Popcorn kernels, navy beans, lentils, etc.	Grocery Store	
Fabric	velvet, burlap, silk, terry cloth	Scraps	
Yarn or string	Used for eye tracking activities	Scraps	
Graph Paper	Manilla, 1" squares	Regular school supplies	
Frostig Program Stencils		Follet Publishing Co.	$96.00

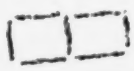
FORM PERCEPTION PATTERNS

MATCHSTICKS

SET I - KEPHART SEQUENCE - (Placed on 4 1/2"x6" colored paper.)

1.

2.

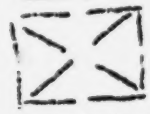


3.

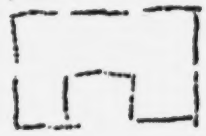
4.

5.

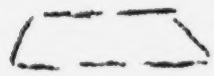
6.

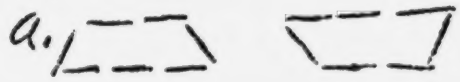


7.

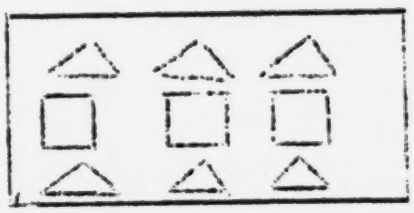


8.

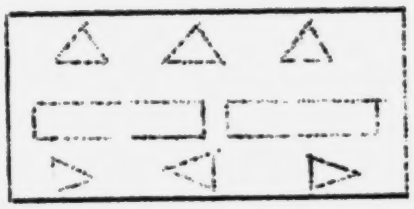




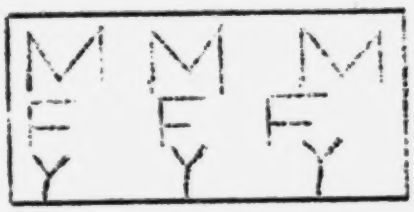
II



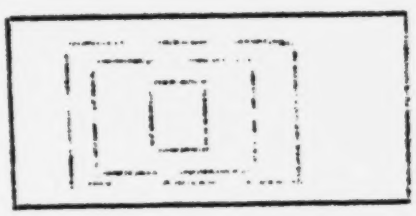
III



IV



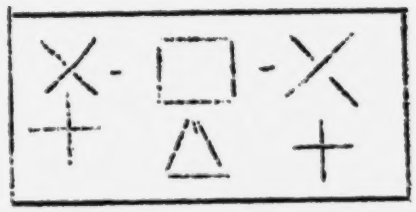
V



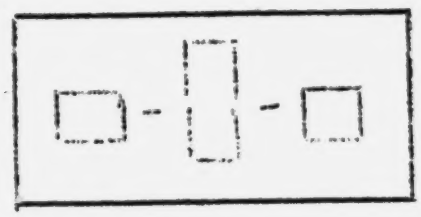
VI

CONTINUE THE PATTERN:

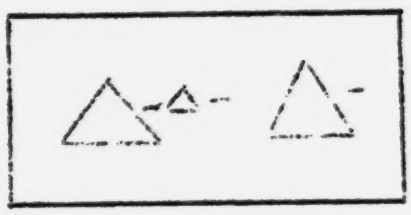
VII



VIII



IX



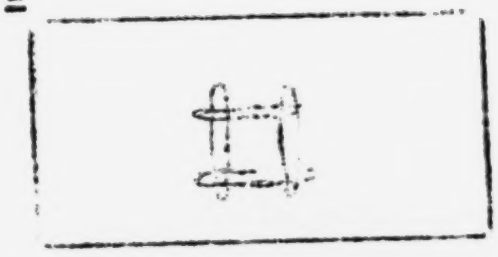
(II thru IX on 9"x12" Construction paper.)

FORM PERCEPTION PATTERNS

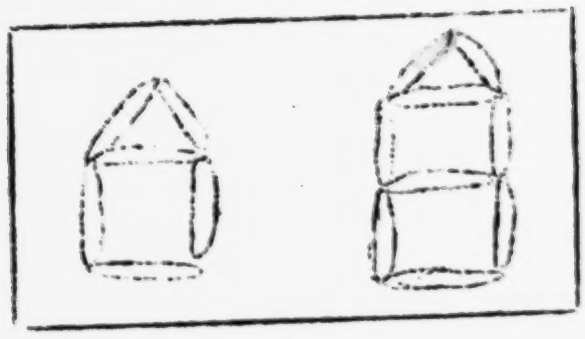
III

SUCKER STICKS

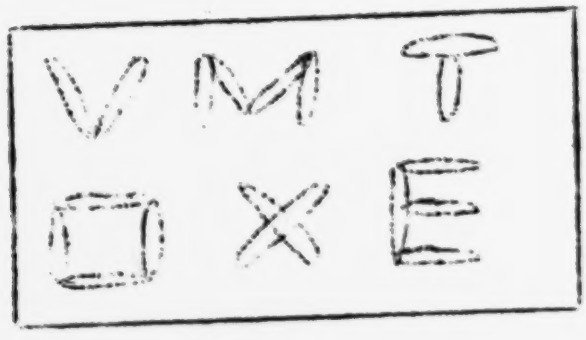
I



II



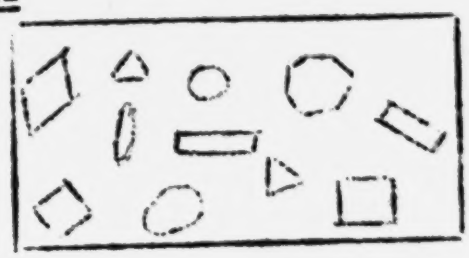
IV



PUZZLES

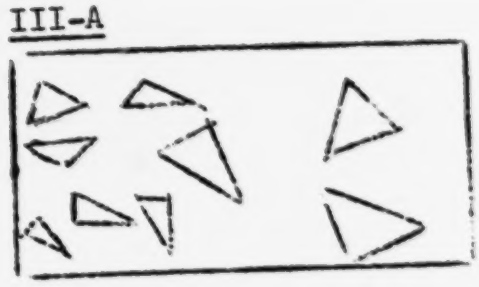
I Magazine pictures pasted on cardboard and cut in 1/2's, 1/4's and 1/3's.

II



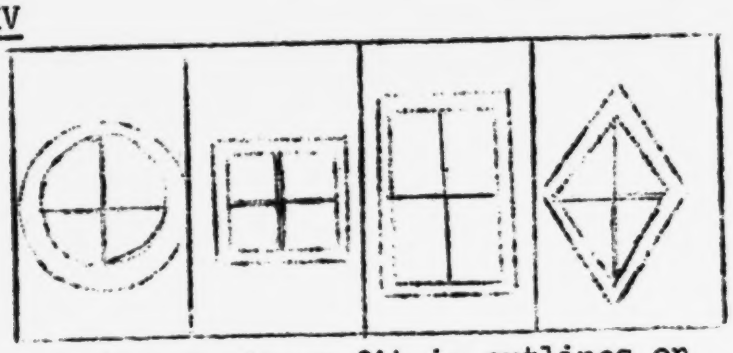
III

III-A



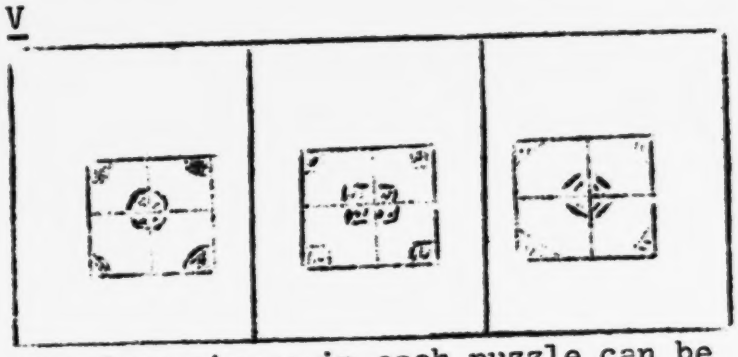
Colored paper shapes to fit in the outlines on 8"x12" cardboard.

IV



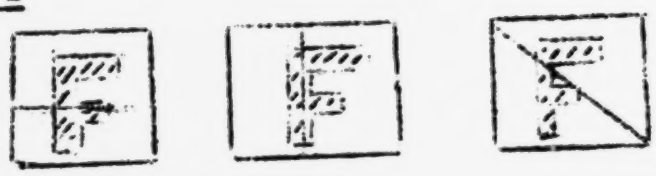
Cardboard pieces fit in outlines on tagboard.

V



The four pieces in each puzzle can be interchanged to make the smaller shape in the center

VI

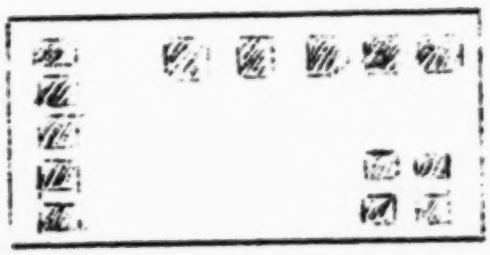


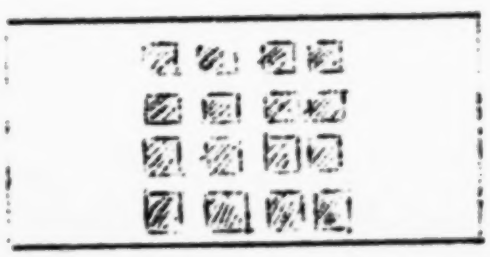
Letter Puzzles

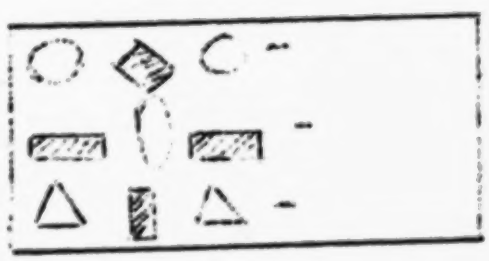
FORM PERCEPTION PATTERNS

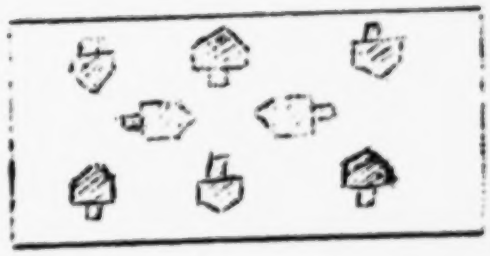
PAPER PATTERNS

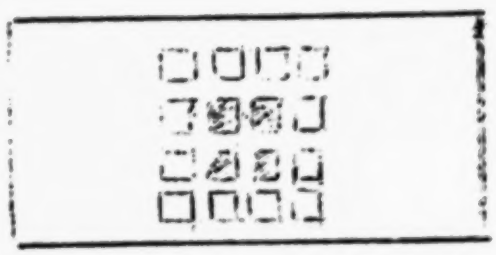
These designs are colored paper cut-outs pasted on contrasting 9x12" Construction Paper.

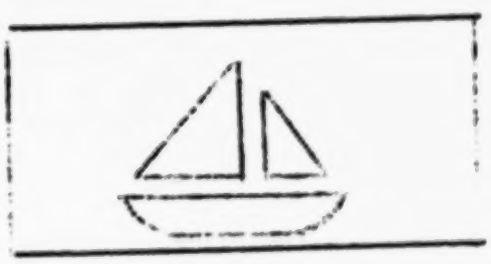


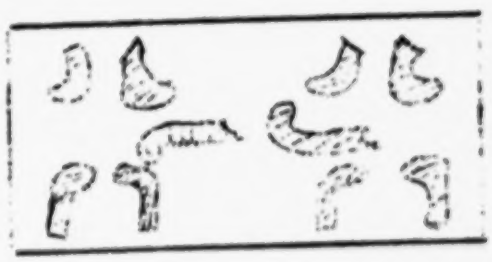


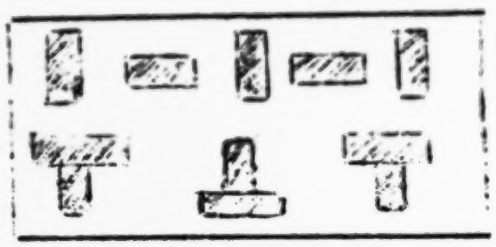


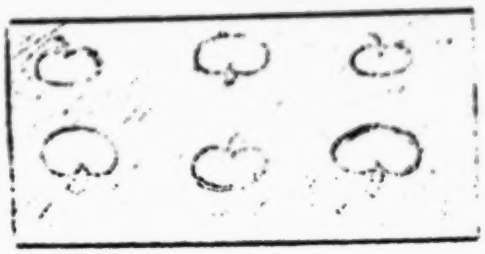


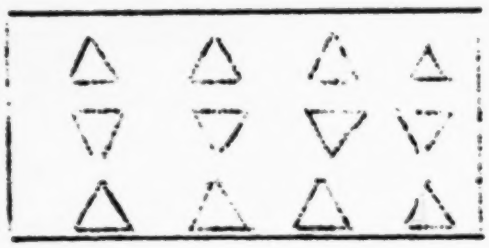


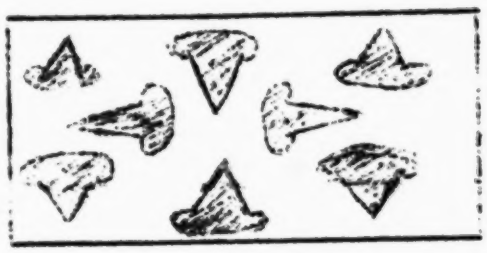


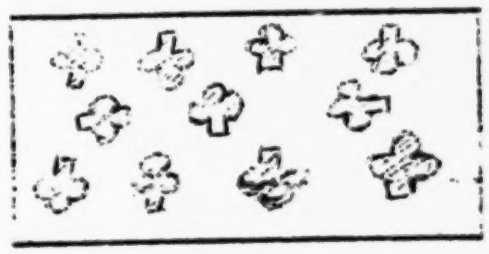


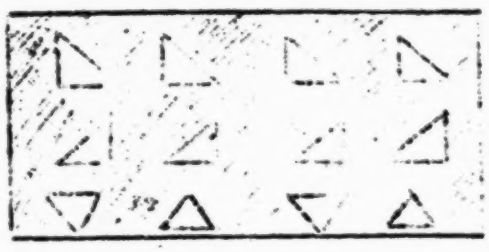


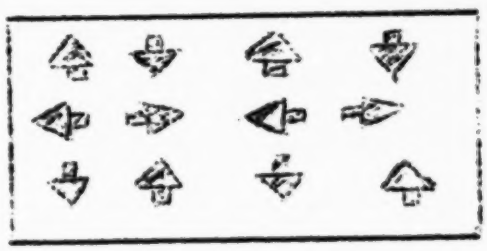


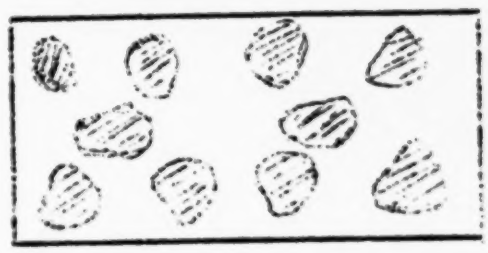










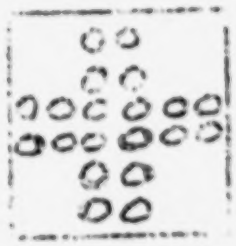


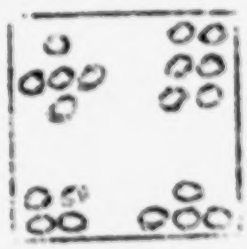
FORM PERCEPTION PATTERNS

MARBLE BOARD PATTERNS - Dittoed on 8 1/2"x11 1/2" White Paper

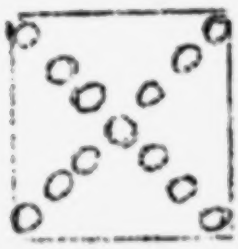
1.

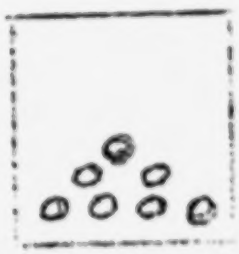
5

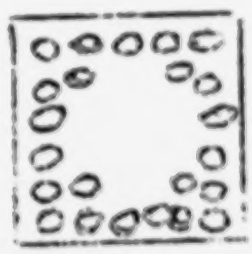
9 

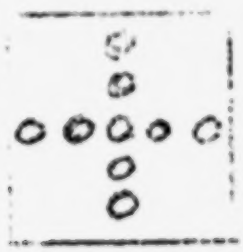
13 

2

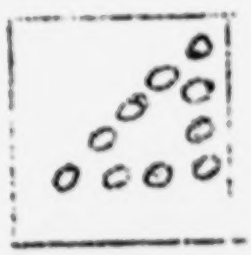
6 

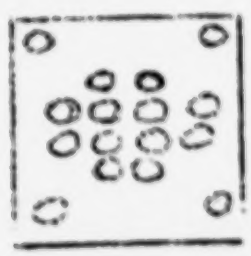
10 

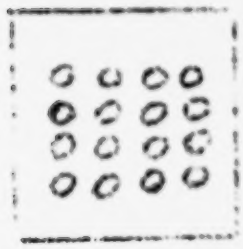
14 

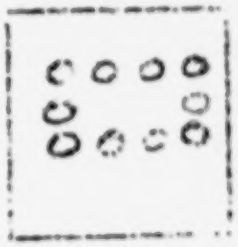
3 

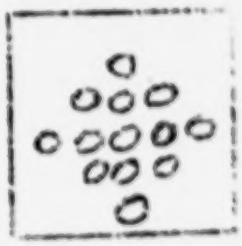
7

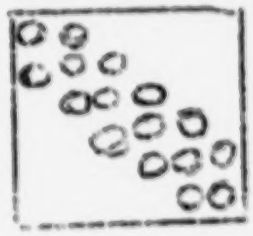
11 

15 

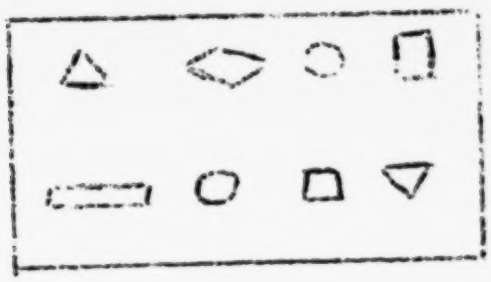
4 

8 

12 

16 

READING CARDS - Colored shapes pasted on 8"x12" cardboard

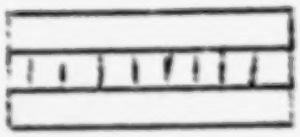


VISUAL MEMORY CARDS - Magazine pictures pasted on tag board

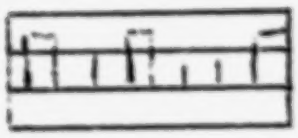
FORM PERCEPTION PATTERNS

BLOCK PATTERNS - Manilla Graph Paper - 1" Squares on 9"x12" paper.

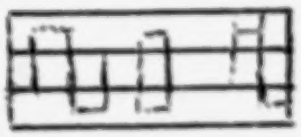
1.



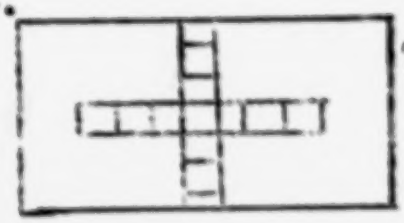
2.



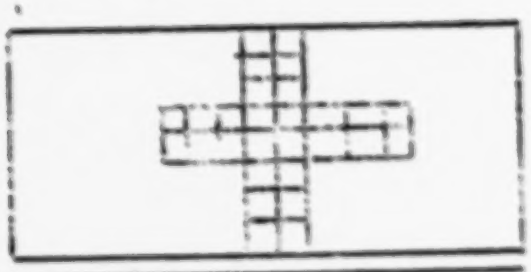
3.



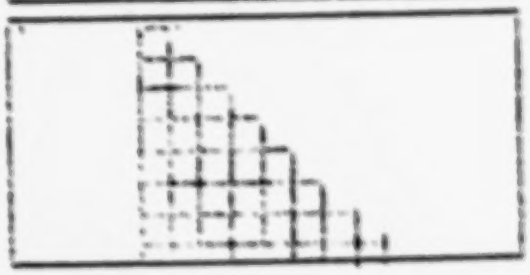
4.



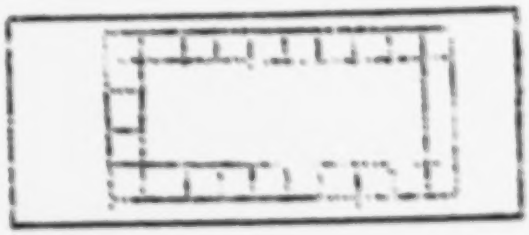
5.



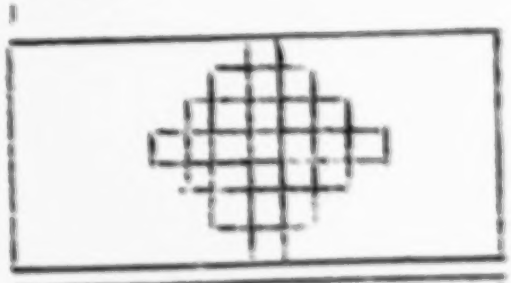
6.



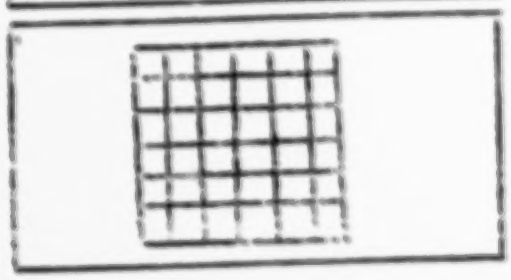
7.



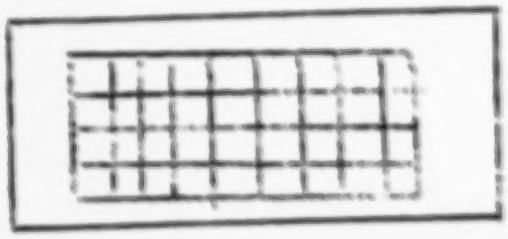
8.



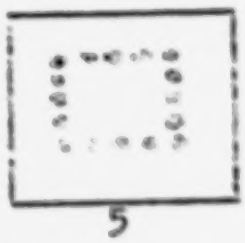
9.



10.

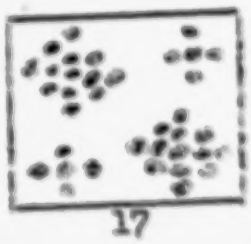


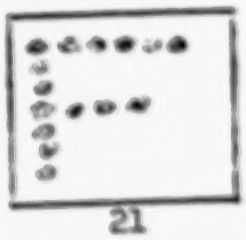
1


5

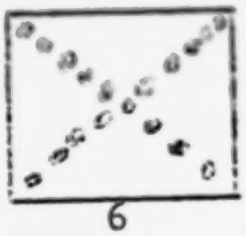
9

13

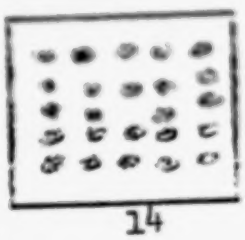

17

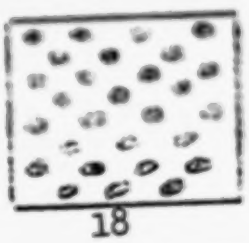

21

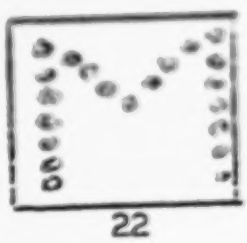
2


6

10


14


18

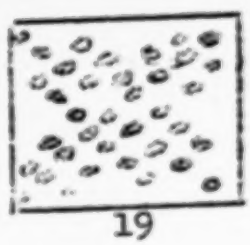

22

3

7

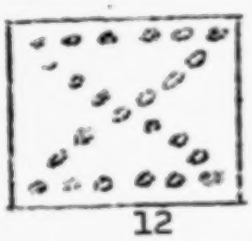
11

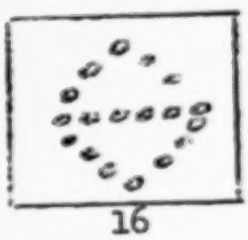
15

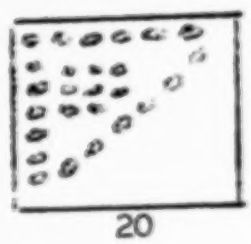

19

4

8


12


16


20

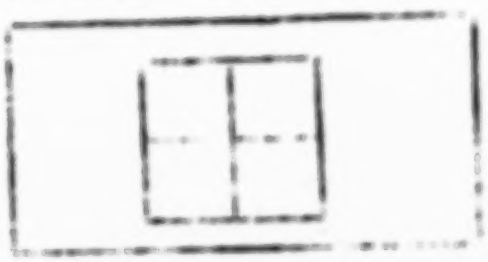
FORM PERCEPTION PATTERNS

COLORED TEMPLATES - 9"x12" MANILLA PAPER

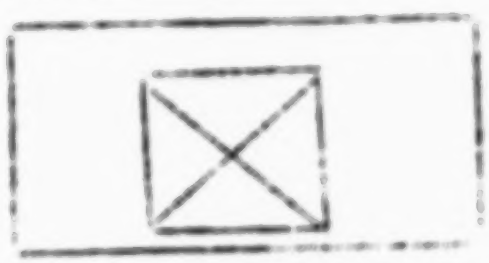
1.

2.

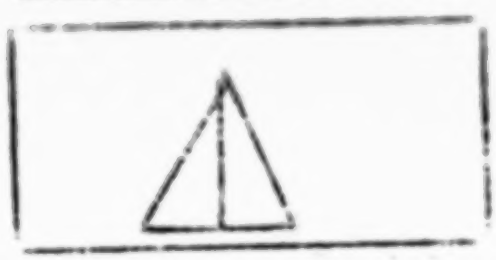
3.



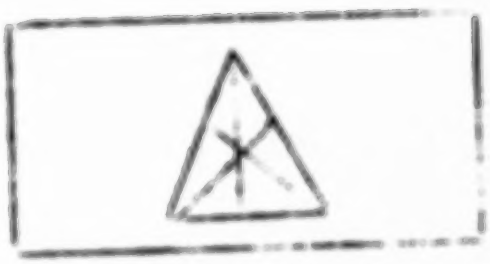
4.



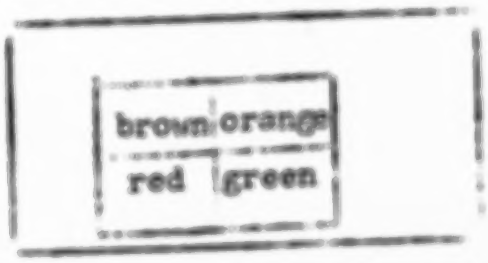
5.



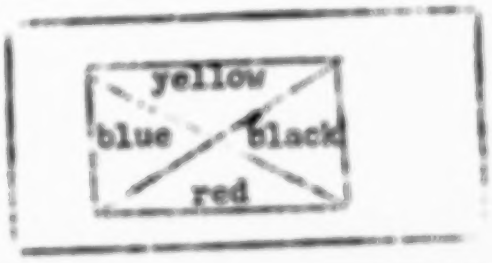
6. THE PARTITIONS ARE MULTI-COLORED.



7.

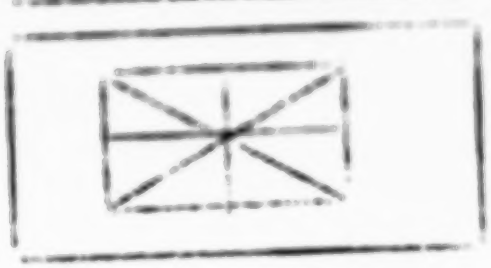


8.

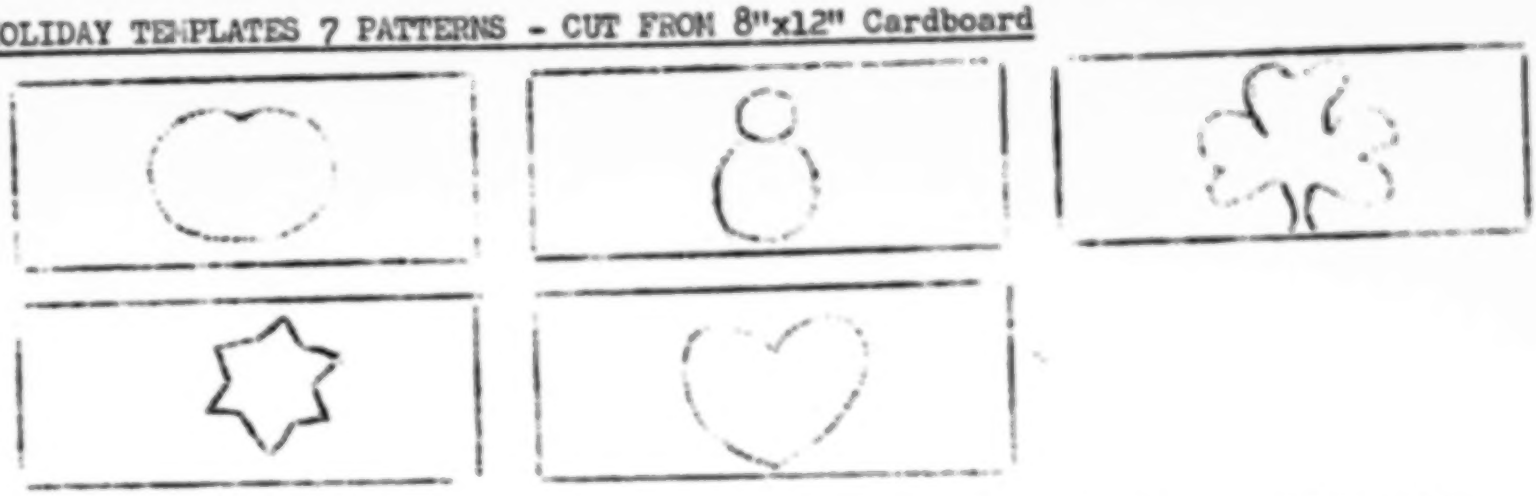


9.

10.

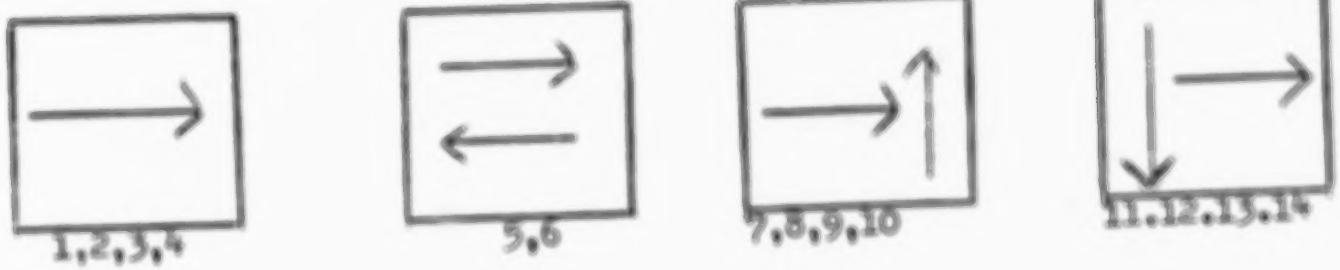


HOLIDAY TEMPLATES 7 PATTERNS - CUT FROM 8"x12" Cardboard

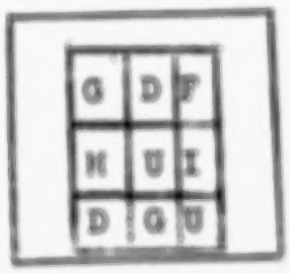


Using a razor blade, the cut-out shape can be used for a pattern - outer piece used for a template to trace around the inside.

ARROW CARDS - Fourteen different positions



LOTTO SHEETS - Ditto Paper



Letter cards made on 1" square pieces of construction paper.

SEWING CARDS - Geometric shapes cut out of cardboard with holes punched 1/2" from outer edge. Laces can be made by dipping the ends of yarn pieces in glue.

COLORED - PAPER SHAPES - Construction paper cut into various sizes of squares, triangles, rectangles, and circles.

TEACHER MANUALS - BIBLIOGRAPHY

	AVAILABLE FROM:
THE PHYSIOLOGY OF READINESS G. N. Getman, O.D., D.O.S. Elmer R. Kane, Ed. D.	P.A.S.S., INC. P. O. Box 1004 Minneapolis, Minn. 55440
THE FROSTIG PROGRAM FOR THE DEVELOPMENT OF VISUAL PERCEPTION Marianne Frostig & David Horne	Follett Publishing Co. Chicago, Illinois
THE SLOW LEARNER IN THE CLASSROOM Dr. Newell Kephart	Charles E. Merrill Books, Inc. Columbus, Ohio
SUCCESS THROUGH PLAY Radler & Kephart	Harper Publishing Co. New York, New York 1960
DEVELOPMENTAL SEQUENCES OF PERCEPTUAL MOTOR TASKS Bryant J. Cratty	Educational Activities, Inc. Box 392 Freeport, New York 11520
PERCEPTUAL TRAINING ACTIVITIES HANDBOOK Betty Van Witsen	Teachers College Press Teachers College Columbia University 525 W. 120th St. New York, New York 10027
HELPING THE BRAIN INJURED CHILD Ernest Siegel	New York Association For Brain Injured Children 305 Broadway New York, 7, New York

INSTRUCTIONAL MATERIALS - ADDRESSES

P.A.S.S., INC.
P.O. BOX 1004
MINNEAPOLIS, MINN. 55440

J. B. HOLCOMB, CO.
3000 QUIGLEY RD.
CLEVELAND, OHIO

CREATIVE PLAYTHINGS
PRINCETON, NEW JERSEY 08540

VOCATIONAL GUIDANCE AND REHABILITATION SERVICE
2239 EAST 55th ST.
CLEVELAND, OHIO

DEVELOPMENTAL LEARNING MATERIALS
3505 NORTH ASHLAND AVE.
CHICAGO, ILLINOIS 60657

EDUCATIONAL ACTIVITIES, IND.
BOX 392
FREEPORT, NEW YORK

IMMERMAN'S CRAFT CENTER
16912 MILES AVE.
CLEVELAND, OHIO